DOCUMENT RESUME

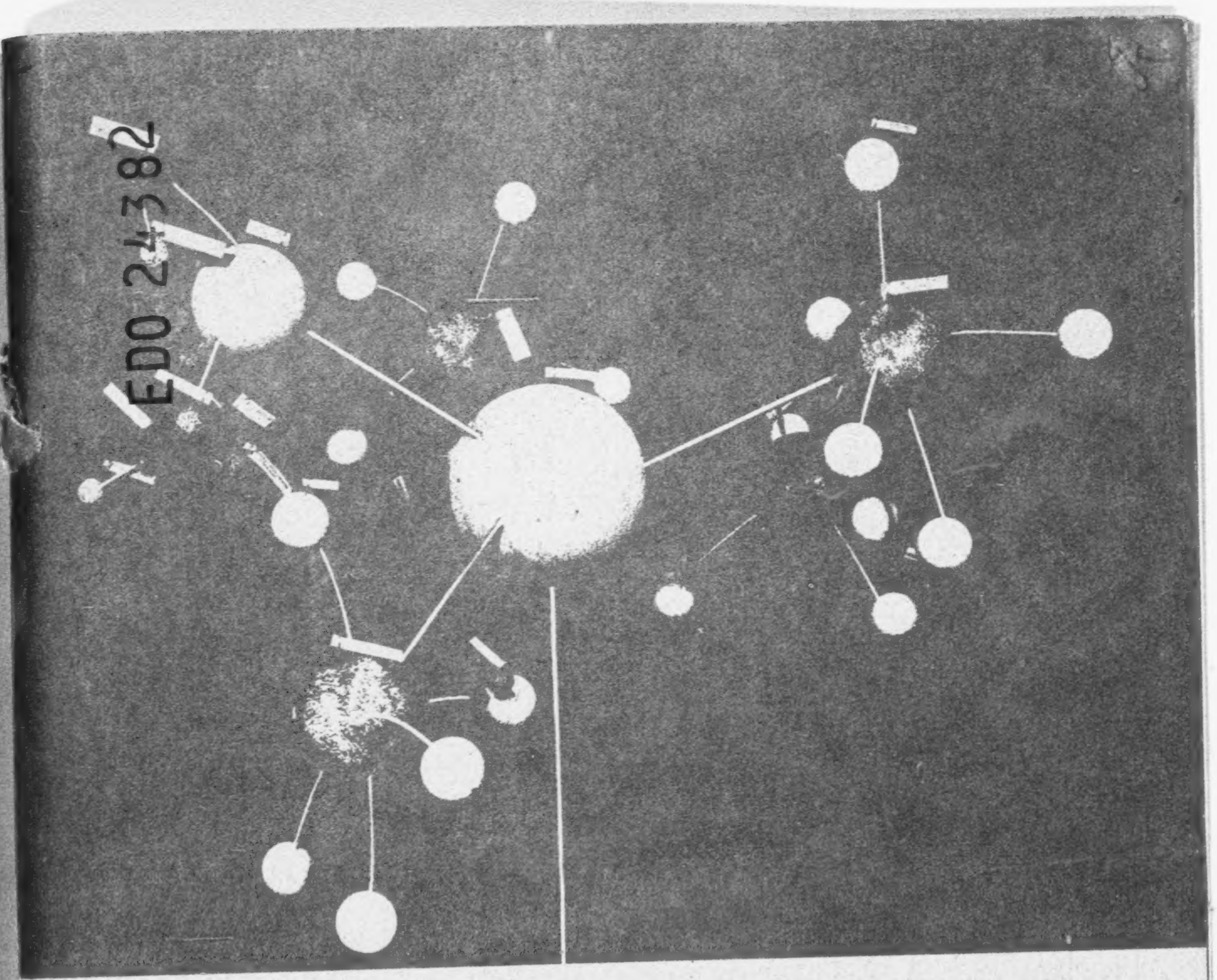
ED 024 382

JC 680 443

By- Burnett, Collins W., Ed.
The Community Junior College: An Annotated Bibliography with Introductions for School Counselors.
Ohio State Univ., Columbus. School of Education.
Pub Date Mar 68
Note- 129p.
Available from- Publication Sales and Distribution, The Ohio State University, 2500 Kenny Road, Columbus, Ohio 43210.
EDRS Price MF-$0.75 HC-$6.55
Descriptors- *Annotated Bibliographies, *Bibliographies, Higher Education, *Junior Colleges, *Literature Reviews

This annotated bibliography is divided into chapters on the history of the community junior college, its philosophy and objectives, its functions, organization and administration, the teaching-learning climate, student behavior and student personnel, trends and developments in the junior college, and research and evaluation. Each section begins with an interpretation of the current journal literature and a list of related and recent books, and continues with annotations of the selected journal articles. The bibliography does not attempt to include all journal articles, and excludes theses, dissertations, and unpublished studies. (HH)

ED0 24382



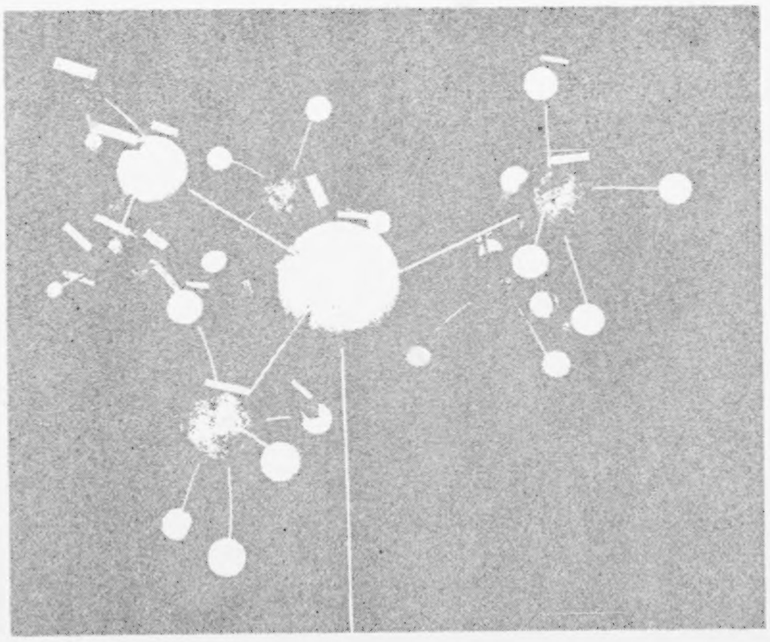
The Community Junior College: An Annotated Bibliography

Collins W. Burnett

JC 680 443

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.



The Community Junior College: An Annotated Bibliography With Introductions for School Counselors

Collins W. Burnett, Editor
Professor of Higher Education

College of Education
The Ohio State University
Columbus, Ohio
1968

Y OF CALIF.
GELES

OCT 14 1968

GHOUSE FOR
OR COLLEGE
ORMATION

Copyright, 1968, by
College of Education
The Ohio State University

"PERMISSION TO REPRODUCE THIS
COPYRIGHTED MATERIAL HAS BEEN GRANTED
BY the College of Education
of the Ohio State University
TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE U.S. OFFICE OF
EDUCATION. FURTHER REPRODUCTION OUTSIDE
THE ERIC SYSTEM REQUIRES PERMISSION OF
THE COPYRIGHT OWNER."

Copies of this publication
may be obtained from
Publications Sales and Distribution
The Ohio State University
2500 Kenny Road, Columbus, Ohio 43210
Discounts for quantity orders

FOREWORD

The information contained within the pages of this book should provide profitable and interesting reading for all people interested in the community junior college movement. This information should be of particular interest to two groups--the community leader and the professional educator.

The community junior college development has been phenomenal in the United States. In the Fall of 1967 seventy-two new colleges opened according to the 1968 Junior College Directory. Since much of the impetus for this rapid expansion of community junior colleges takes place among political and community groups, it is important for lay leaders to understand part of the development, the aims and the objectives. Typically, community junior colleges are established in a local area through the efforts of local people, thus the need for a review of literature contained between these covers.

The professional educator, because of his busy schedule, finds it difficult to devote adequate attention to the vast amounts of printed material that flow across his desk. Unless he is directly involved in the community junior college facet of education, he probably does not keep abreast of the latest developments in this field. This annotated junior college bibliography should prove an important tool in his library.

Professor Burnett and his staff are to be congratulated for pulling together this information; it should make a vital contribution to the community junior college phase of higher education. This review of the journal literature from 1961 through December, 1967 represents a time in which many significant changes took place in the development of the community junior college.

Max Lerner, President
Lorain County Community College
Elyria, Ohio

March, 1968

ACKNOWLEDGMENT

Like so many ambitious projects which start with an idea, implementation of this publication would not have been possible without the help and loyalty of many people. The graduate students who contributed so many hours and so much energy in reading and annotating the journal references deserve the major credit. Probably, as I look back on the two years of work involved in this publication, it was not only the thought of creating a resource tool, but also the feeling of professional obligation to the graduate students which caused me to keep pushing until I found a publisher.

The project was started and the major contribution was made by a group of five graduate students who became interested as a result of completing an introductory course on the community junior college which I teach. So that course credit would be possible, the following quarter we met on a special problem basis and, as a group, decided on style, the fifteen to twenty journals to be annotated, and the major topics.

These five students who researched and annotated the journal literature between 1961 and 1965 were: Ronald Clifton, Richard Gallagher, Leonard Goldberg, Linda Port Goldberg, and Otto Spielbichler. Marianne Imhoff, graduate assistant, did the preliminary typing and editing.

Later, three more graduate students, Walter Bailey, Wayne Jepson, and Fred Newton, updated the annotated bibliography for the period April, 1965, to July, 1967. Finally, Edgar Sagan and James Wasserman, doctoral interns in the Area of Higher Education, updated the bibliography through December, 1967.

This total group of ten graduate students read and annotated more than 700 journal articles from twenty professional journals.

In addition to the graduate students, I am very grateful for the encouragement and help of William B. McBride of the College of Education, who was interested in the publication because he realized the importance of the community junior college in higher education.

My special thanks go to Elisabeth Billig, secretary to John G. Odgers, Director of the Division of Guidance and Testing, Ohio State Department of Education, who typed the camera-ready copy as one of her vacation-at-home projects.

I am grateful, also, to Mr. Odgers for his professional interest and for writing the Preface.

Max Lerner, President of Lorain County Community College, Elyria, Ohio, was kind enough to write the Foreword.

Collins W. Burnett

March, 1968

PREFACE

The central theme of this publication is built around the growth and struggles of the community junior college and its impact on American higher education. The community junior college is an example of innovation in education resulting from a grass roots approach to the needs of people at the local community level. In many ways, it is producing an impact at the local level much like the impact produced at the state level by the Morrill Act of 1862, which developed a new kind of four-year college or university.

This publication makes a threefold contribution to junior college literature. First of all, it presents annotations of most of the junior college journal literature between 1961 and 1967. Second, in his introduction to each chapter, Professor Burnett points up major ideas concerning the chapter topic by interpreting key ideas of listed authors. Third, editor Burnett reviews related book literature at the end of each of the chapter introductions.

Primarily, this book should prove very helpful to high school counselors who need to know about community junior colleges as an entry point into higher education. Many high school youth will find the learning climate, curriculum, cost, and general convenience of the community junior college more suited to their needs than would be true of a four-year college or university. In addition, this book will be useful to admissions personnel, counselors, faculty, and administrators in the community college. Also, admissions counselors in four-year colleges and universities will find it valuable since they need to know more about the community college than ever before, in order to be effective with the ever increasing number of transfer students from junior colleges. Finally, this publication should be particularly valuable to graduate students studying the field of higher education or student personnel.

John G. Odgers, Director
Division of Guidance and Testing
State Department of Education
Columbus, Ohio

CONTENTS

Foreword iii

Acknowledgment v

Preface vii

Introduction 1

I. History of the Community Junior College 3
   Selected Book References 4
   Annotated Bibliography 5

II. Philosophy and Objectives 7
   Selected Book References 8
   Annotated Bibliography 9

III. Functions 14
   A. Relationship of Functions to Objectives and Programs 14
   B. General and Philosophical 15
   C. Role of the American Association of Junior Colleges 15
   D. Particular Colleges or Patterns of Functions Within a State 16
   Selected Book References 16
   Annotated Bibliography 17

IV. Organization and Administration 26
   A. Legislation 26
   B. Organization 27
   C. General Administration 28
   D. Campus Planning 29
   E. Internal and External Controls 29
   F. Financing 30
   G. Public Relations 30
   Selected Book References 32
   Annotated Bibliography 34

V. Teaching-Learning Climate 52
   A. Learners 52
   B. Teachers 53
   C. Curriculum 54
   D. Instruction, Media, and Methodology 55
   E. Library 56
   Selected Book References 57
   Annotated Bibliography 58

VI. Student Behavior and Student Personnel 93
   Selected Book References 94
   Annotated Bibliography 95

VII. Trends and Developments 101
   A. Changes in Philosophy, Curriculum, and Design 101
   B. Trends Within States 101
   C. National Trends 102
   D. International Trends 102
   Selected Book References 103
   Annotated Bibliography 104

VIII. Research and Evaluation 115
   Selected Book References 116
   Annotated Bibliography 117

INTRODUCTION

Lack of awareness and understanding of the significance of the community junior college in American higher education is a learning lag for many people. Although the first public junior college was started at Joliet, Illinois, in 1902, some people--even those who would be considered sophisticated about most educational developments--would rather deny the existence of the community junior college with its unique characteristics. There are more than 900 junior colleges in the United States, and most of them are public, enrolling approximately 1,600,000 college freshmen and sophomores! And yet, some educators continue to think and act as though the four-year college or university is the only viable unit in all of higher education. To mention the technical institute only adds confusion to the lack of understanding about the community junior college.

I tell my graduate students that it is impossible for them to become serious students of contemporary American higher education without understanding the role, functions, and programs of the community junior college. Regardless of what the specific course is in the area of higher education--college administration, college teaching and learning, philosophy, history, curriculum, college student personnel, the student and his college environment--the graduate student must understand how the principle that is under consideration relates to the community college.

Administrators in some four-year colleges in some states have been hostile or, at least, successful in ignoring the noisy struggle for recognition by the community junior college. Only a few administrators in liberal arts colleges have been perceptive enough to make direct overtures to community colleges to welcome those students who want to transfer and continue toward a baccalaureate degree. Muskingum College in Ohio, for example, is developing an intelligent articulation program with the four community colleges in this state as well as selected ones in the other states from which the College normally attracts many students.

At the high school level, also, one can find the same ignorance in some states about the advantages of the community junior college. Parents, high school youth, counselors, teachers, and administrators still tend to think about "going away to college" and "going to a good four-year liberal arts college or state university." The community junior college is a viable entry point into higher education, and in some cases, would be fraught with fewer hazards for the 18-year-old than the liberal arts college or the university.

The graduate students, who contributed so much to this publication, and I hope that it will be a valuable and useful, and an enlightening, tool to high school counselors, teachers, school administrators, and parents, as well as to junior college administrators and faculty and to admissions staff in four-year colleges and universities. It should be of great assistance to graduate students who want an introduction to the community junior college.

Numerous bibliographies have been published about the community junior college. Unique to this annotated bibliography is an introduction for each chapter, in which I emphasize and interpret what the writers of the journal literature have to say. Also, as a part of each introduction, I have brought in related and recent book literature with an interpretation and listing at the end of each chapter. This combination of related book literature with an interpretation of the annotations should make for more interesting and clarifying reading.

One other unique feature of this publication is that it reflects the sponsorship of a community college president, of a division of a state department of education, and of a major university.

This bibliography is not definitive. Primarily, it contains annotations of some of the best articles that have appeared in the journal literature from 1961-1967. No effort was made to report all of the journal literature. Neither was any effort made to include theses, dissertations, and unpublished studies and surveys.

Some arbitrary decisions were made in placing an annotation in one chapter rather than another. This represents a professional judgment. Someone else would be equally justified in placing the same annotation in a different chapter.

Perhaps some effort should be made to define terminology. I have used "junior college" as a generic term under which are subsumed all others: community junior college, community college, public junior college, and private junior college. The community junior college has a comprehensive program geared to the needs of people in the local community, whereas the public junior college, a first cousin, tends to represent the needs of people within the state. For the most part, the state public junior college is financed at the state level, whereas the community junior college is financed partly by local tax monies. Community college is the same as community junior college. The private junior college, as the name suggests, determines its own program and control is located in the board of trustees; finance is provided by means of tuition, church support (if church related), foundation, and endowments.

Collins W. Burnett

March, 1968

I. HISTORY OF THE COMMUNITY JUNIOR COLLEGE

The history of the community junior college is a development in higher education which claims the distinction of springing directly from American soil. Much of the rest of higher education in this country has its roots in the history of colleges and universities in England and other Western European countries. The liberal arts college, the university, and the emphasis on research are examples of this inheritance.

The community junior college is truly an American invention. It developed largely from the realization that certain educational needs were not being met by other kinds of educational programs. The emergence of the community junior college since 1945 is a special reflection of a concept in higher education that has developed in response to socio-economic forces in our democracy.

One approach the writers in this section use to present the history of the junior college is by considering how the junior college developed in several of the states. Carpenter, Gannon, Giles, Lahti, Pence, Ross and Tyler discuss how the junior college has developed in their respective states of Missouri, Michigan, Washington, Wyoming, Oregon, and California.

A second approach to the history of the junior college is used by Littlefield and Colvert who discuss the history of the national professional organization for junior colleges, the American Association for Junior Colleges, which is located in Washington, D.C.

A third approach is that employed by Curtis, Reynold, and Sutton who discuss the influence of Jesse Parker Bogue on the development of the junior colleges. Bogue was Executive Secretary of the American Association of Junior Colleges from 1947 through 1958.

Kathryn Parke introduces the international dimension by discussing the Scandinavian folks school which relates to some aspects of the community college.

For those who want to read in more depth about the history of the junior college, the selected references at the end of this brief introduction will be helpful.

Brick (pp. 19-23) points out in Forum and Focus for the Junior College Movement that at least three major university presidents and a professor of education contributed to the idea of the junior college. Henry P. Tappan, president of the University of Michigan from 1852 to 1863, was convinced that the university should concentrate on specialized or professional preparation. He thought that the first two years of university work should be completed before admission to the university.

William Watts Folwell, president of the University of Minnesota, emphasized in his inaugural address in 1869 that the first two years of college work should be transferred to the secondary schools.

William Rainey Harper, the first president of the University of Chicago, probably had the greatest impact on the concept of the junior college. Harper receives the credit for developing the term "junior college" from his efforts to make the University of Chicago a great university. Like Tappan and Folwell he was influenced by the structure of the German universities. He realized that the university should emphasize the upper division of the undergraduate program and the graduate division. Somehow a plan ought to be developed to separate the freshman and sophomore years from the rest of the university program. At first he used the term "Academic College" for the first two years. Later as he considered this the junior division he referred to it as the "Junior College." Not only did Harper start a junior college at Morgan Park Academy, but he also planned a group of satellite colleges which would serve as feeders to the University of Chicago.

There is evidence that Harper wanted Muskingum College at New Concord, Ohio, where he was born and attended school, to become such a satellite, serving in the role of a junior college. His father-in-law who was chairman of the board of trustees at the time at Muskingum blocked the idea.[1]

Storr (pp. 117-127) in Harper's University: The Beginnings, presents a fascinating account of Harper's ideas about the junior college as a part of his aggressive and brilliant campaign to make the University of Chicago a great institution of higher learning. Harper probably was more concerned about protecting the University than he was in developing a new unit in higher education.

Dean Alexis Frederick Lange at the University of California (1906-1924) was instrumental in making the junior college a part of the public school system in that state. He stressed vocational education as well as general education. He conceived the junior college as the upward extension of the public school system through the fourteenth year.

Although there were private junior colleges prior to 1900, the first public junior college was organized at Joliet, Illinois, in 1902. Harper had a great deal of influence in bringing about this development.

We know there were private junior colleges organized during the nineteenth century. Some were started in Georgia. Lewis Institute founded in Chicago in 1896 merged with Armour Institute of Technology and is now the Illinois Institute of Technology. Vincennes University which is now a community junior college in Vincennes, Indiana, traces its origin to 1801. In 1899 the college catalogue referred to the institution as a junior college. Some authorities think that Decatur Baptist College in Texas, established in 1897, may rightfully claim to be the first junior college in continuous existence.[2]

Thornton (pp. 45-57) in the second edition of The Community Junior College discusses the history of the junior college in three stages: The Evolution of the Junior College, 1850-1920, The Expansion of Occupational Programs, 1920-1945, and The Community College Concept, 1945 to the present.

Selected Book References

Brick, Michael. Forum and Focus for the Junior College Movement. New York: Bureau of Publications, Teachers College, Columbia University, 1964.

Medsker, Leland L. The Junior College: Progress and Prospect. New York: McGraw-Hill Book Company, Inc., 1960.

Storr, Richard J. Harper's University. The Beginnings. Chicago: The University of Chicago Press, 1966.

Thornton, James W., Jr. The Community Junior College. Second Edition. New York: John Wiley and Sons, Inc., 1966.

---

[1] Letter of February 11, 1964, from former President Glenn L. McConagha, Muskingum College.

[2] Letter of February 1, 1965, from Joseph P. Cosand, President, The Junior College District of St. Louis County, Missouri.

Annotated Bibliography

Carpenter, W.W. "Early Interest of the University of Missouri in the Junior College," Junior College Journal, XXXII (April, 1962), pp. 476-484.

A review of the University of Missouri's interest and support in the development of junior colleges both in that state and the nation from the middle of the 1800's up to 1940.

Curtis, Howard S. "Jesse Parker Bogue--A Famous Man," Junior College Journal, XXXI (February, 1961), pp. 5-8.

This is a warm and moving article extolling the many virtues of Jesse Bogue.

Gannon, Philip P. "Fifty Years of Community Involvement: Michigan," Junior College Journal, XXXV (September, 1964), pp. 28-31.

Local studies, committees, and commissions set the course for Michigan community colleges.

Giles, Frederic T. "Washington: New Life at 40," Junior College Journal, XXXIV (May, 1964), pp. 28-30.

The historical development of the community college movement in the state of Washington is discussed.

Gleazer, Edmund J., Jr. "The Community College--of Today and Tomorrow," American Teacher Magazine, XLVII, No. 4 (April, 1963), pp. 7-8+.

Gleazer discusses reasons for the mercurial growth of this educational institution. Statements presented by the Carnegie Corporation, W. K. Kellogg Foundation, and the late President Kennedy are reviewed.

Gleazer, Edmund J., Jr. "AAJC Approach," Junior College Journal, XXV (March, 1965), pp. 2-3.

A brief analysis of the community college as an emergent institution of our times with form and functions that reflect the interplay of the values of our democratic society and the facts of economic and social change is the focus of this editorial.

Lahti, Robert E. "Junior College Education in Wyoming," Junior College Journal, XXXIII (October, 1962), pp. 93-95.

He traces the history of the junior college movement in Wyoming with comments on legislation, location, and present status.

Littlefield, Henry and Colvert, C. C. "A Brief History of the Development of the American Association of Junior Colleges," Junior College Journal, XXXI (February, 1961), pp. 36-40.

This article contains a brief resume of the history of the AAJC.

Parke, Kathryn. "Centennial of Norway's 'People' Colleges," Junior College Journal, XXXV (November, 1964), pp. 9-11.

A description of the Scandinavian Folkehogskole (folk college) that should interest those concerned with junior and community colleges.

Parker, Franklin. "The Community Junior College--Enfant Terrible of American Higher Education: A Bibliography of 225 Doctoral Research Dissertations," *Junior College Journal*, XXXII (December, 1961), pp. 193-204.

This bibliography also contains a brief survey of the junior college movement.

Pence, Don P. "The Oregon Story," *Junior College Journal*, XXXIV (November, 1963), pp. 4-8.

The history of the establishment of community colleges in Oregon is traced in this article with an emphasis upon the passage of enabling legislation.

Reach, Damon D. "The Community College: A Vital Extension of the School System," *Clearing House*, XXXVI, No. 2 (October, 1962), pp. 101-103.

The attitude of the American public toward free higher education is reviewed briefly. The historical developments leading to the current community college concept are seen as the result of our increasingly complex and technical society. Problems encountered by the two-year institution in attaining a clear identity are reviewed.

Reynolds, James W. "Jesse Parker Bogue and the Expanding Role of Junior Colleges," *Junior College Journal*, XXXI (February, 1961), pp. 3-4.

This article is a summarization of Jesse Bogue's influence in the junior college movement.

Ross, Hugh. "University Influence in the Genesis and Growth of Junior Colleges in California," *History of Education Quarterly*, III, No. 3 (September, 1963), pp. 143-152.

Ross begins with a brief discussion of junior college growth in the United States and then moves into an intensive discussion of the history of the California junior college movement.

Sutton, Walter A. "Selected Annotated Bibliography," *Junior College Journal*, XXXI (February, 1961), pp. 55-63.

This annotated bibliography contains some of the outstanding examples of Jesse Bogue's writings.

Tyler, Henry T. "Full Partners in California's Higher Education," *Junior College Journal*, XXXV (March, 1965), pp. 4-7.

A discussion of the historical development of the junior college movement in California with emphasis on the enabling legislation enacted within that state is presented here.

II. PHILOSOPHY AND OBJECTIVES

The writers in this section point out that due to the nature of the community junior college the strengths may also become weaknesses. Whereas the private junior college has the more specific philosophy and objectives of working with selected students in a program of liberal arts education, the community junior college in keeping with its philosophy and objectives has an open door policy of admissions and many programs with different objectives. In the latter type of institution, any one in the community who has a high school diploma or is 18 years of age or older is eligible for admission.

Adherents of the open door policy contrast it with the "revolving door" practice of many four year institutions which suggests that the student may enter easily but leaves quickly due to dismissal or discouragement. The intent of the community junior college is to maximize success and minimize failure.

Babbidge, Basham, Cox, Jarvie, McCall, and Alfred O'Connell are concerned that quality may be sacrificed for quantity in the community junior college. Thomas O'Connell deals with both strengths and weaknesses with special reference to his own situation at Berkshire Community College in Pittsfield, Massachusetts, where he is president.

Identity is another two-headed coin. On the one hand, it would seem an easy task for the community college to establish its own identity; however, some critics have pointed out that the community junior college has no special identity because it straddles the fence between the public school system and higher education and is neither on one side nor the other.

Blocker stresses the point that an effective community college administration requires an identity separate from secondary schools. Odegaard emphasizes that four year colleges should not coerce the two year college to become a small replica of their structure. Russell refers to a study of 14 colleges to determine why the term "junior" was dropped.

Rice suggests 17 possible aims for the junior college. Since there are diverse objectives, various curricula have been developed to meet community needs. The technical, semi-professional curriculum becomes as important as the transfer or liberal arts program in the community junior college. However, Wilson comments that there is always danger the latter will be over emphasized.

Richards, et al, find regional differences among junior colleges and note implications for research, planning, and counseling.

Beckes, Cosand, Edinger, Hoeglund, and Medsker emphasize that community needs must be the main arena for developing programs. Mills urges that there is a constant need for interpreting the college program to the people and, also, interpreting the community to the college. Reynolds refers to a recent study of 12 junior colleges in different geographical areas which indicated that these institutions had done very little to assess community needs.

Holderman casts a dissenting vote by advocating the university branch center in preference to the community college.

Whether or not the community junior college is effective in implementing its philosophy and objectives may be reflected in the degree to which the individual is assisted to develop his leadership potential in our democratic society. Stockwell thinks the average learner may turn to the technical and vocational program to reinforce his leadership potential. Littlefield thinks the junior college has a definite responsibility throughout the program in developing leadership inasmuch as many students do not continue beyond one or two years of the college experience.

The references at the end of this section present additional insight into philosophy and objectives of the community junior college.

Burton R. Clark who wrote The Open Door College: A Case Study presents a sociological analysis of the operation of San Jose Junior College during the first four years. Chapter 2, "The Open Door," emphasizes the point that one of the major determinants of the characteristics of the college and its program is the kind of students it attracts. Since the student body is non-selected, the curriculum must meet many different needs.

Ralph R. Fields in Chapter 3 of The Community College Movement discusses the five major characteristics of the community college: democratic, comprehensive, community-centered, life-long education, and adaptable. These characteristics become a statement of philosophy which forms the basis for objectives and later the curriculum.

Blocker, Plummer, and Richardson in Chapters 1-3 of The Two Year College: A Social Synthesis undergird philosophy and objectives with a sociological interpretation of the role of education in the American culture. The authors discuss origins, purposes, and kinds of post-high school education in Chapter 2. The social milieu and societal trends are presented in Chapter 3 to suggest how the community develops needs which can be met by an adaptable community college program.

Blocker in Chapter 2 of The Community College in Higher Education relates community needs to the development of programs in the community college.

Reynolds in Chapter 2 of The Junior College deals with educational purposes in four general categories: educational goals, organizational goals, goals related to the university, and goals related to the community.

Selected Book References

Blocker, Clyde E., Plummer, Robert H., and Richardson, Richard C. The Two-Year College: A Social Synthesis. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965.

Blocker, Clyde E. "The Purpose of the Community College," in The Community College in Higher Education, edited by John A. Stoops. Bethlehem, Pennsylvania: Lehigh University, 1966.

Clark, Burton R. The Open Door College: A Case Study. New York: McGraw-Hill Book Company, Inc., 1960.

Fields, Ralph R. The Community College Movement. New York: McGraw-Hill Book Company, Inc., 1962.

Reynolds, James W. The Junior College. New York: The Center for Applied Research in Education, Inc., 1965.

Annotated Bibliography

Babbidge, Homer, Jr. "What Price Quality; Or, Economy, True or False?" Junior College Journal, XXXII (April, 1962), pp. 427-431.

A good argument is presented for quality in higher education in the face of the increasing numbers entering college.

"Baltimore Junior College: Fifteenth Anniversary," Baltimore Bulletin of Education, Vol. 40, No. 1 (1962-1963).

Discusses the philosophy and objectives, student personnel services, functions, library facilities, and curricula offered at Baltimore Junior College.

Basham, Garlyn A. "Legalized Loitering in California Junior Colleges," Journal of Secondary Education, Vol. 36, No. 1 (April, 1961), pp. 203-205.

With the current "open-door" policy of most junior colleges, many loafers or loiterers, non-high school graduates, and even mentally retarded students, may take up valuable space in junior colleges. Basham argues for raising academic standards and requirements, beginning with some selective admissions and use of probationary status of high school students with poor academic records.

Beckes, Isaac. "The Case for Community Junior Colleges," Junior College Journal, XXXIV (April, 1964), p. 24.

A junior college president states his views on meeting community needs for higher education.

Blocker, Clyde E. "The Independent Public Junior College," Junior College Journal, XXXIII (April, 1963), pp. 5-7.

An effective community college administration requires an identity separate from secondary schools.

"The Community College and Technical Education," School and Society, Vol. 91, No. 2221 (February 9, 1963), p. 54.

Professor Wenrech, from the University of Michigan, is quoted on ten conditions he feels are necessary for the development of technical education in the community college.

Cosand, Joseph P. "Philosophy of Community Junior Colleges," School and Community, LIII (November, 1966), pp. 35-36, 87-91.

A comprehensive discussion of the philosophy that needs to underlie the establishment and operation of today's community colleges.

Cox, Miriam. "The College is for Everyone Cult," Junior College Journal, XXXVII (September, 1966), pp. 37-39.

In spite of the growing contention that college, or at least two years, should be required of all high school graduates, this article takes the stand that college is only for those who can profit by it and are willing to work for it.

Crawford, William H. and Reitan, Henry M. "The Junior College Challenge of the Sixties," Junior College Journal, XXXI (December, 1960), pp. 183-188.

Existing dangers that threaten junior colleges include over-expansion, control by four-year institutions, and over-emphasis of the "academic" curriculum. These authors believe that with growth comes the responsibility of careful planning so that the junior college may continue its avowed purposes.

Decker, R. D. "Out of Necessity: The Community College," Texas Outlook, Vol. 49, No. 1 (January, 1965), pp. 36-37.

The author examines the role of the community college and points out some of its disadvantages. He lists advantages and suggests that a central planning agency be established for all publicly financed institutions.

Dedowitz, T. A. "The Open Road," Junior College Journal, XXXII (March, 1962), pp. 367-369.

In selecting a junior college, one should be concerned with the college's educational standards, degree granting status, and curricular goals.

Edinger, Oscar H., Jr. "We Will Be Ready," Junior College Journal, XXXI (November, 1960), pp. 121-122.

Briefly stated is the position that the junior and community colleges are ready to meet the challenge thrust at them by the educational demands of a rapidly expanding society.

Hager, Don J. "Images of Junior College Education," Junior College Journal, XXXII (February, 1962), pp. 305-313.

Various images of junior colleges and the consequences these images have for the students and faculty of two-year institutions are discussed in this article.

Hall, Milo Van. "What About the Reject?" Junior College Journal, XXXI (March, 1961), pp. 399-401.

Hall explains why he believes that colleges with selective admission policies have an obligation to discuss with applicants the reason for not being admitted.

Hoeglund, Harold A. "Let's Work on Curriculum," Junior College Journal, XXXI (April, 1961), pp. 437-441.

The author states his philosophy and objectives for the junior college in the area of guidance, remedial education, general education, occupational education, advanced study, and community service.

Hoffman, L. E. "Should Junior College Final Examinations Be Abolished?" Junior College Journal, XXXI (October, 1960), pp. 100-103.

Junior college instructors were confronted with this question and the majority favored retention of the final examinations. Reasons for both positions are presented with the conclusion that each college must consider the pros and cons and decide for itself.

Holderman, Kenneth L. "The Case for University Branch Campuses," Junior College Journal, XXXIV (April, 1964), p. 25.

An advocate of university branches compares them to Medsker's five point program for community colleges.

Jarvie, Lawrence L. "The Junior College Today," Education and the National Purpose: Forty-Ninth Annual Schoolmen's Week Proceedings, Helen Huus, Editor. Philadelphia, Pennsylvania: University of Pennsylvania Press, pp. 115-123.

The president of New York City Community College responds to critics of community colleges who say there cannot be quality with quantity. The philosophy behind the two-year college is also discussed. The article concludes with a discussion of what is meant by "inferior" or "superior" levels of attainment.

"Junior College: An Introduction." Washington, D. C.: American Council on Education, 1963.

Reports by Gleazer, McDaniel, and Merson that deal with selecting an appropriate college and program are the core of this pamphlet. A description of a variety of programs of study is provided.

Kamrath, W. A. "El Calmino By Night," Junior College Journal, XXXIV (May, 1964), pp. 32-35.

El Camino Junior College has developed an extended night program because there simply weren't enough hours during the day.

Littlefield, Henry W. "America's Stake in the Junior College," Junior College Journal, XXXI (May, 1961), pp. 483-491.

Littlefield focuses attention upon education as one of the most significant factors in developing leadership in America. He stresses the role of the junior college in this type of development.

McCall, Roy C. "How Does the Comprehensive Community Junior College Promote Scholastic Excellence?" Junior College Journal, XXXI (May, 1961), pp. 533-536.

Excellence may be promoted in the junior college by an open-door admissions policy, more emphasis on testing, guidance and counseling, special assistance, and a deep concern for the development of the individual.

Medsker, Leland L. "The Junior College: A Powerful Motivating Force for Educational Advancement," American Association of Junior Colleges, 1777 Massachusetts Avenue, N.W., Washington, D. C. 20006, 1961.

This booklet gives highlights of a speech given at the forty-first Annual Convention of the AAJC in 1961. Medsker gives facts about the impact of a junior college on high school graduates, older youth, adults, and the community. The conclusion consists of six potential deterrents and dangers inherent in the junior college which could hinder the maximum service of the two-year institution.

Mills, Marie T. "The Junior College Must Find Means of Interpreting the Values of Its Services in an Accurate and Effective Way," Junior College Journal, XXXI (May, 1961), pp. 521-527.

The junior college should know and understand its function, communicate this clearly to the public, and establish standards for its students in the various curricular areas.

Nall, Alfred W. "What About 'Terminal' General Education in the Junior Colleges?" Junior College Journal, XXXIII (September, 1962), pp. 20-24.

Junior colleges should assume the responsibility for terminal general education in our society.

O'Connell, Alfred C. "The Open Door--A License to Fail?" Junior College Journal, XXXI (January, 1961), pp. 241-242.

An unqualified open door policy into transfer programs will inevitably lead to unjustifiably high attrition rates, a perversion of the real function of the community college, poor public relations, and hesitancy on the part of four-year institutions to accept transfers.

O'Connell, Thomas E. "After High School--The Role of the Community College," New Republic, Vol. 152, No. 5 (January 30, 1965), pp. 17-20.

As president of Berkshire Community College in Pittsfield, Massachusetts, O'Connell discusses the general strengths and weaknesses of a community college with special reference to his own institution.

Odegaard, Charles E. "Community Colleges: Education or Higher Education?" Junior College Journal, XXXIII (April, 1963), pp. 20-22.

Four-year institutions should not strive to make community colleges over in their own image.

Reynolds, James W. "Community Colleges and Studies of Communities," Junior College Journal, XXXI (October, 1960), pp. 63-64.

A recent study of twelve junior colleges in widely scattered geographical areas indicated that these schools had done little to study their local communities for the purpose of identifying community educational needs. Junior colleges are urged to rectify this situation and to use the community as a laboratory with the staff of the college helping to determine the needs of the community.

Rice, Joseph P., Jr. "Differing Views of Institutional Aims Among College Administrators, Teachers, and Students," California Journal of Educational Research, Vol. 12, No. 4 (September, 1961), pp. 165-172.

The author attempted to "discover how divergent are the philosophical outlooks of junior college administrators, teachers, and students." A list of seventeen possible aims of a college was presented to each group for ratings of importance.

Richards, James M., Jr., Rand, Leonard P., and Rand, Lorraine M. "Regional Differences in Junior College." Personnel and Guidance Journal, Vol. 45, No. 10 (June, 1967), pp. 987-992.

Regional differences among junior colleges were examined on the basis of six general factors which describe the character of a junior college. Differences were found and implications suggested for research, counseling, and planning.

Russel, John H. "Why Fourteen Colleges Changed Their Names," Junior College Journal, XXXI (January, 1961), pp. 248-249.

The presidents of fourteen junior colleges were asked why they dropped the term "junior" from the name of their institutions. Generally, they said it was changed or dropped in an attempt to modify the element of confusion that existed concerning the term "junior."

Smith, Gerald W. "The Junior College--Fish and Fowl," Illinois Education, Vol. 52, No. 5 (January, 1964), pp. 190-200+.

Smith discusses junior colleges in Illinois: types of districts, enrollments, purposes, and programs. He also reviews the nine roles of junior colleges described at the 1963 Conference of the Association for Higher Education.

Stockwell, Richard E. and Feldman, Marvin J. "Leadership for the Average Capable Learner," Junior College Journal, XXXII (November, 1961), pp. 127-130.

These authors call for vocational and technical educational opportunities for the "average learner" so that he may develop his leadership potential.

Teigen, B. W. "Interpreting the Church-Related and Private Junior College Image," Junior College Journal, XXXIII (October, 1962), pp. 66-72.

The image of the church-related and the private junior college is discussed in terms of objectives and philosophies.

Vallen, Jerome J. "Filling the Void," Junior College Journal, XXXII (December, 1961), pp. 211-216.

The author develops the role of the community college in contemporary American society by discussing the accessibility and service function.

Wilson, Robert E. "The Role of the Junior College in International Education in America," Junior College Journal, XXXIII (December, 1962), pp. 225-235.

The junior college can make its most useful contribution in this area by providing superior transfer education to selected foreign students at low cost.

III. FUNCTIONS

Functions are the specific characteristics of role which is a behavioral set. The community junior college may serve the role as a social catalyst, but in doing so it performs different functions such as providing technical and vocational education in the post high school period and continuing education for adults. These functions which develop from the role of the college in the community are implemented by programs which are identifiable in the curriculum. The model below shows the sequential progression and interrelatedness of functions and role to objectives and to programs and learning outcomes:

Philosophy and Objectives	Role and Functions	Programs or Learning Experiences	Learning or Behavioral Outcomes .

The journal literature in this section can be grouped into the following categories: relationship of functions to objectives and programs, general and philosophical; role of the American Association of Junior Colleges; and functions of particular colleges or patterns of functions within a state.

A. Relationship of Functions to Objectives and Programs

Connally and Epstein point out the importance of relating closely to the needs of foreign students who are a part of many community colleges. This function, in turn, suggests a concern to provide an introduction to international education for community college students.

Fordyce thinks that more attention must be given to teacher education programs, because in the future most teachers will have had their beginning college experience in the community college.

Coultas, Ducanis, Keeler, and Priest, respectively, discuss problems faced by the urban college, important areas of concern, leadership role, and influence as an agent of social change.

Knoll states that functions lead to such programs as terminal, transfer, technical institute, and continuing education. As a part of this logical development (as shown in the model), Morse suggests four learning outcomes for students. Young relates functions to types and forms of control.

Myron and Winnett discuss the transfer and terminal programs in business departments and the contributions to students from this area. Skaggs stresses the need to carefully relate technical education to administration, student personnel, and curriculum.

Nardelli and Yarrington point out the functions of private junior colleges and the advantages of this type of junior college in comparison with the public junior college.

B. General and Philosophical

This section has the greatest interest for those who are writing about functions. Burnett, Deyo, Fasure, and Goldberg stress the relationship of the community junior college to higher education rather than to the public school system. This development has become a national trend with more and more state patterns recognizing the junior college as a part of higher education. For example, California starting July 1, 1968, will shift control of community junior colleges from the State Department of Education to the Board of Governors of the California Community Colleges.[1] The article, "Emphasis," stresses the community college as an idea or concept which needs to be interpreted by theorists to professional educators as well as to laymen.

Englehardt, Littlefield, and McGrath continue relating function to the philosophical area by pointing out how the community college differs from the four year college. There is a need to clarify philosophy and goals. McGrath wonders whether the community college can retain democratic function or like the liberal arts college retain the name but lose its identity. Kintzer lists nine propositions which relate to functions.

Cuninggim stresses the moral responsibility of the community junior college. Garvey points out the need for experimentation while Gleazer indicates the need to respond to a changing social environment. Senator Wayne Morse urges junior college educators to assess needs in their institutions and to speak out. Priest relates sound administration and organization to function and program.

Several of the writers emphasize the social philosophy and related functions of the community college. Harlacher comments about the college as a catalyst in community development. Havighurst discussed how five social processes will affect the community college movement. Kuhlman uses the teaching of social studies as a means of illustrating the problem of meeting demands of different publics. Roger refers to the function of meeting social needs created by the revolution in technology. Stern considers the implications for program in the concept of the educated person.

Sister Keeler clarifies the functions between the "community college" and the "junior college" and explains the reasons for the programs of approximately 60 Catholic junior colleges.

Walker presents the growth of Negro junior colleges as he discusses enrollment, facilities, and accreditation.

C. Role of the American Association of Junior Colleges

The article, "Cooperation Between Industry and Junior Colleges" reflects the thinking of educators and representatives from business and industry who were brought together by the AAJC. Gleazer, in two separate articles, discusses growth and functions in the first and the need in the second article for a junior college in all areas in which there is a population of 50,000 or more.

---

[1] Letter of January 4, 1968, from Carl G. Winter, Consultant, Bureau of Junior College General Education, Department of Education, State of California, Sacramento, California.

D. Particular Colleges or Patterns of Functions Within a State

As far as functions of particular colleges are concerned, Bard mentions five relationships at Baltimore Junior College; Curlyon refers to Delta College in Michigan; Hansen states that high school seniors may enroll on a part time basis at Fresno City College in California; and Toews lists community education as the fifth major function for the College of San Mateo.

Functions and problems as a part of state patterns are discussed by Birkhimer (Illinois); Blocker (Michigan); Campion, Hechinger, Jantzen, Peterson, and Scott (California); Putnam (Texas); and Saimond (New York).

Perhaps four of the recent books deal best with the functions of the junior college. Fields in The Community College Movement (pages 48-62) discusses functions of the junior college in the first quarter of the twentieth century. Even at that time writers were developing extensive lists of 25 or more functions which seemed to be more like "ambitions" than realistic considerations.

The concept of "junior college" evolved into "community junior colle due to at least seven major social pressures such as increased complexity modern living, the depression years of the 1930's which broadened the scope of junior college education, effects of World War II, and shifts in occupational patterns.

Medsker writes about the transfer and terminal functions in Chapter 4, The Junior College: Progress and Prospect.

Storr in Harper's University: The Beginnings (pages 117-128) calls attention to Harper's plan at the University of Chicago to develop strong upper division and graduate programs by not emphasizing or even removing lower division work from the campus.

Winnett in New Perspectives in Education for Business (pages 384-392) emphasizes the contributions of the junior college to the business transfer students.

Selected Book References

Fields, Ralph R. The Community College Movement. New York: McGraw-Hill Book Company, Inc., 1962.

Medsker, Leland L. The Junior College: Progress and Prospect. New York: McGraw-Hill Book Company, Inc., 1960.

Storr, Richard J. Harper's University: The Beginnings. Chicago: The University of Chicago Press, 1966.

Winnett, William L. "Desired Outcomes of Education for Business in the Junior College (continued): Part B. Outcomes in Preparing students for Transfer from Junior College to Four-Year Colleges and Universities," New Perspectives in Education for Business. Washington, D. C.: National Business Education Association, 1963.

Annotated Bibliography

Bard, Harry, Lerner, Leon L., and Morris, Leona S. "Operation: Collegiate Horizons in Baltimore," Junior College Journal, XXXVIII, No. 1 (September, 1967), pp. 16-21.

Through the Baltimore Collegiate Horizons Plan, Baltimore Junior College attempts to encourage inner city youth to attend college. The areas of emphasis are: (1) a guidance relationship, (2) a student relationship, (3) a parent education relationship, (4) curriculum relationship, and (5) a community relationship.

Birkhimer, R. O. and Masiko, Peter, Jr. "The Junior College: Open Door to Higher Education," Illinois Education, Vol. 49, No. 5 (January, 1961), pp. 205-208.

This recruitment-like article for the junior college gives a rundown of the benefits and success of this two-year institution. Although mostly concerned with those schools within Illinois, most of the information contained within this article is of a general nature with clear implications for many junior colleges.

Blocker, Clyde E. "Community Colleges Must Meet Demands," Michigan Educational Journal, Vol. 38, No. 14 (March, 1961), pp. 474-477.

The historical developments of the junior college are reviewed in the state of Michigan. Two major problems which have kept the growth of junior colleges in Michigan at a relatively slow rate are problems of annual operating costs and capital outlay requirements.

Burnett, Collins W. "The Junior College: A Viable Entry Point into Higher Education," Guidance Journal, Vol. 4, No. 2 (Fall, 1965), pp. 45-49.

A comprehensive discussion of the history and development of the junior college with special emphasis on the role and functions of this institution as an integral part of higher education.

Campion, Howard A. "The Role of the Junior College in Higher Education," College and University, Vol. 35, No. 4 (Summer, 1960), pp. 426-434.

Campion discusses the role of the junior college by citing specific legislation in California, as well as extensive quoting of a statement of concern and questions formulated by the American Association of Collegiate Registrars and Admissions Offices. Basic discussion centers on the expansion and purposes of junior colleges.

Carlyon, Donald J. "Innovation Is a Way of Life," Junior College Journal, XXXVII (March, 1967), pp. 34-38.

A discussion of a project at Delta College in Michigan which undertook a nationwide search for new ideas and methods which would provide improvement in their overall program. Results emphasize four major factors necessary to keep a junior college alive and dynamic.

"Co-operation Between Industry and Junior Colleges," School and Society, Vol. 90, No. 2214 (October 20, 1962), p. 336.

Decisions and objectives decided upon at the July, 1962, meeting of the American Association of Junior Colleges are highlighted. Representatives of industry, government, and junior college education met to discuss problems that had to be solved in the semi-professional and technical personnel programs.

Connally, John J. "International Students and the Two-Year College," *Junior College Journal*, XXXVII (February, 1967), pp. 20-21.

A discussion on the unique opportunities which are well suited to the needs of foreign students offered by junior colleges in this country.

Coultas, Walter T. "Problems of the Urban Junior College," *Junior College Journal*, XXXV (October, 1964), pp. 13-16.

The junior college located in the large urban complex faces peculiar social, economic, and educational problems not ordinarily encountered by the suburban junior college. Experience in Los Angeles indicates some solutions are now visible.

"Critical Issues Facing America's Junior Colleges," *School and Society*, Vol. 89, No. 2187 (February 25, 1961), p. 72.

This reference lists ten critical issues as outlined in December, 1960, by Henry W. Littlefield, President of the American Association of Junior Colleges.

Cuninggim, Merrimon. "Education for Moral Responsibility," *Junior College Journal*, XXXII (May, 1962), pp. 492-503.

This is the text of Merrimon Cuninggim's keynote address, presented to the Second General Assembly of the 42nd AAJC Convention. He accepts the moral responsibility for the college and believes that it can be fulfilled only when the college recognizes it, proclaims it, and exercises this responsibility for moral education.

Deyo, Donald E. "Three Cliches," *Junior College Journal*, XXXIV (September, 1963), pp. 6-7.

A brief description of the role of the American Junior College Association in the establishment of the junior college as a recognized institution of higher learning.

Ducanis, Alex J. "Principal or President," *Junior College Journal*, XXXII (December, 1961), pp. 183-188.

Outlines some of the most important areas of continuing concern for the community junior college.

"Emphasis," *Junior College Journal*, XXXIII (May, 1963), pp. 1-2.

Junior college education is basically an idea. Back of the movement there must be those who continue to explore and interpret the idea--these are the theorists. This brief article discusses some of the contributions of Leland L. Medsker, James W. Thornton, and Ralph R. Fields.

Engelhardt, N. L., Jr. "A New Challenge for Local School Boards: Grades 13 and 14," *School Management*, Vol. 5, No. 2 (February, 1961), pp. 37-42+.

The need for extensive expansion of America's community colleges focuses on defining the reason for the continually greater demand for a college education. The functions of the community colleges are discussed as they are different from four-year institutions.

Epstein, Harold. "Where Do Junior Colleges Fit In?" *Junior College Journal*, XXXVII (February, 1967), pp. 17-19.

A discussion of the major role junior colleges should be, but are not now, playing in the major commitment this country has made towards cooperative international education.

Fasure, Kenneth. "Future of the Community College," Education, Vol. 84, No. 9 (May, 1964), pp. 555-556.

Professor Fasure asks a number of questions about the future of the community college. He points out that the community college can help the need for local effort and support by educating the public about the area of higher education.

Fordyce, Joseph W. "A Significant Role in Teacher Education," Junior College Journal, XXXVI (April, 1966), pp. 13-17.

Since most future teachers will begin their education in junior colleges, the junior college must realize its obligation and opportunities in this area.

Gauvey, Ralph E. "Experimentation: Implications for Junior Colleges," Junior College Journal, XXXVII (October, 1966), pp. 10-11.

The commitment of junior colleges to four basic areas of responsibility requires that innovation and experimentation be made a part of the approach used to fulfill this commitment.

Gleazer, Edmund J., Jr. "AAJC Approach: Our Emerging Profile," Junior College Journal, XXXIV (May, 1964), pp. 3-4.

He describes the educational job to be done by community junior colleges as well as the characteristics, in general, of those educational institutions which have evolved to respond to the changing social environment.

Gleazer, Edmund J., Jr. "The Junior College," College and University Business, Vol. 37 (October, November, and December, 1964).

Gleazer has written a three-part series on the junior college. The first deals with the history, growth and functions of the junior college. The second discusses programs in junior colleges, and the third looks into the future of the movement.

Gleazer, Edmund J., Jr. "Beyond the High School--Our Roles," American Association of School Administrators Official Report, 1962, pp. 147-154.

In a speech before the AASA, Gleazer says that it is imperative, because of socio-economic developments in America, that publicly supported junior colleges be readily available in all areas of this country with a population base of 50,000 or more.

Goldberg, Arthur J. "Education for Freedom and Equality," Junior College Journal, XXXVI (September, 1965), pp. 6-10.

Goldberg believes that our education system must give each person all the education which he can and must attain. He advocates 14 years of compulsory education.

Hansen, John S. "The College Credit Program for Selected High School Seniors at Fresno City," Junior College Journal, XXXI (December, 1960), pp. 193-195.

Hansen reports the success of a program at Fresno City College in which promising high school seniors are enrolled part-time. He feels that this program benefits the college and the student without interfering with his secondary school studies.

Harlacher, Ervin L. "California's Community Renaissance," Junior College Journal, XXXIV (April, 1964), pp. 14-18.

The story of how a public junior college can become a catalyst in community development through the services it offers.

Havighurst, Robert J. "Social Change and the Community College," *North Central Association Quarterly*, XLI, No. 3 (Winter, 1967), pp. 241-248.

Five contemporary social processes undergoing change that will have great effect upon the community college movement are discussed.

Hechinger, Fred M. "The Flowering of a Campus Hybrid," *New York Times Magazine* (September 13, 1964), pp. 36-37+.

Hechinger takes an extensive look at the community college with a special survey of California's facilities. Emphasis is placed on the vocational and technical programs. The advantages of low cost education near home are weighed along with the problems of low salaries and lack of tradition.

Jantzen, J. Marc. "The Role of the California Junior College in Teacher Education," *California Journal of Secondary Education*, Vol. 35, No. 8 (December, 1960), pp. 481-485.

The Committee on the Relation of the Junior College to Teacher Education of the California Council on Teacher Education has worked for articulation between four-year institutions and junior colleges in the field of teacher education.

Johnson, B. Lamar, Editor. "Trends and Tangents," *Journal of Higher Education*, Vol. 34, No. 7 (October, 1963), pp. 407-409.

Discussion is devoted to both the transfer and terminal education functions of the junior college. As a transfer institution the two-year college is moving towards a point where it will handle all lower-division education and leave upper-division and graduate education to the universities. As a terminal institution it strives to provide a variety of curricula as required by the community.

"'Junior' Comes of Age," *Senior Scholastic*, Vol. 81, No. 9 (November 7, 1962), p. 41+.

Geared to the high school student, this article discusses briefly the growth, function, and advantages of the junior college. The term "junior" is mentioned as a similarity to many boys who do not care to be called by their fathers' names.

Keeler, Sister Jerome. "The Catholic Community College," *National Catholic Educational Association Bulletin*, LVII, No. 2 (November, 1960), pp. 26-36.

Approximately 50 per cent of this article is devoted to explaining such terms as "community college" and "junior college," as well as some discussion on the purposes and goals of these institutions. The rest of this article is concerned with the reasons for existence of some 60 Catholic junior colleges.

Keeler, Sister Jerome. "The Opportunity of the Independent Junior College for Educational Leadership (Summary)," *Junior College Journal*, XXXI (May, 1961), pp. 537-538.

The author points out the many ways in which leadership may be exerted by the independent junior college.

Kintzer, Frederick C. "What University and College Admissions Officers Should Know About Two-year Colleges," *College and University*, XLII, No. 4 (Summer, 1967), pp. 459-478.

Three topics are discussed: (1) the rationale for two-year colleges, (2) nine propositions which outline functions of the junior college, and (3) problems and issues often faced by these institutions.

Knoll, Erwin. "The Maturing of the Junior College," NEA Journal, Vol. 50, No. 2 (February, 1961), pp. 27-29.

The junior college is viewed in terms of: offering two-year terminal programs, offering transfer programs, serving as technical institute for the community, and offering continuing education for adults. The quality of a junior college education is also discussed.

Kuhlman, John M. "The Dilemma of the Junior College," Junior College Journal, XXXVII (March, 1967), pp. 68-70.

Using the teaching of social sciences in a two-year college as an example, the author points out the problems confronting the junior college as a result of having to face a number of consuming publics with differing demands for particular outputs.

Littlefield, Henry W. "On Increasing Understanding of Junior Colleges," Junior College Journal, XXXI (December, 1960), pp. 181-182.

Misunderstanding has arisen out of the profession's failure to project clearly a picture of the institutions' basic philosophy, goals, and uniqueness. The author calls upon faculty and students to disseminate information that will increase public understanding of the junior college movement.

McGrath, Earl J. "Does the Community College have a Future?" Educational Forum, Vol. 27, No. 1 (November, 1962), pp. 5-13.

The author deals with the issue as to whether or not the community college will continue to perform its democratic function. The fear is that the community college may, like the liberal arts college, "retain its name while in reality becoming an essentially different species of academic life." A strong case is presented for keeping the open-door policy in the junior college.

Meier, Harold. "Industry Looks to the Junior College, in Precision Electric Motors," Junior College Journal, XXXIV (October, 1963), pp. 31-32.

Written from the viewpoint of the industrialist, this article succinctly points up one industrialist's view of the junior college's technical training function.

Menefee, Audrey G."'There's a Meeting Here Tonight,'" Junior College Journal, XXXI (March, 1961), pp. 387-390.

Menefee discusses the many community functions for which the community college facilities may be used.

Morrison, D. Grant. "The Place of the Community College," Journal of Higher Education, Vol. 32, No. 8 (November, 1961), pp. 462-463.

Three elements of the community college are discussed briefly: the purpose or role, the relationship to other institutions of education, and the status it holds in the educational context within which it is found.

Morse, H. T. "Between the Ivory Tower and the Market Place," Junior College Journal, XXXV (April, 1965), pp. 16-20.

This article is a printed version of the 1965 AAJC convention address. As the junior college searches for identity and integrity, the author suggests aiming for the following goals: (1) The ability to apply

knowledge learned in one context to the solution of problems encountered in another context. (2) Development of the powers of critical thinking. (3) The ability to put facts and principles together into meaningful patterns. (4) The development in students of a set of personal and social values.

Morse, Wayne. "A Time to Every Purpose," Junior College Journal, XXXVII (April, 1967), pp. 38-44.

Senator Morse's address to the American Association of Junior Colleges in which he emphasizes that now is the time for educators to assess their needs and then speak out on them.

Muss, Lois. "Vista's War on Poverty," Junior College Journal, XXXV (February, 1965), pp. 18-20.

Junior colleges can supply volunteers needed to serve in the front lines of the Volunteers in Service to America.

Myran, Gunder A. "What a Community College Has to Offer," Business Education World, Vol. 44, No. 9 (May, 1964), p. 15+.

The transfer and terminal programs in business departments of community colleges are discussed with an emphasis on the need for training beyond the high school.

Nardelli, Walter. "The Private Junior College Faces New Challenges," Business Education World, Vol. 42, No. 2 (October, 1961), p. 19.

The author presents what he feels are the advantages that the private junior colleges have over the public two-year institutions: the private junior college can be more selective; it is more vocational; it is becoming more and more a center for experiment in educational programs of study; and the relatively small size is more conducive to counseling and guidance.

Ogilvie, William K. "Occupational Education and the Community College," Educational Leadership, Vol. 22, No. 4 (January, 1965), pp. 244-246+.

Upgrading occupational and technical programs to the level of transfer programs in community colleges is the basis of discussion. Ogilvie feels that extensive occupational programs are needed to make the community college truly comprehensive. Too many junior colleges have developed as basically academic institutions.

Peterson, Basil H. "The Vocational and Technical Education Function of California Junior Colleges," Junior College Journal, XXXIII (December, 1962), pp. 198-203.

In discussing the vocational and technical training function of the California junior colleges, the author discusses the following aspects: importance, kinds of programs, pre-employment training, retraining, and comparison of junior college and state college vocational-technical programs.

Priest, Bill J. "Faculty Administrator Relationships," Junior College Journal, XXXIV (March, 1964), pp. 4-8.

There is a trend toward increasing friction between faculty and administration in the junior college. What this trend will bring is thought to depend on whether the junior college emerges as an instrument of society or as a self-directing molder of social change.

Priest, Bill J. and Holt, H. Deon. "How to Organize for Facilities Planning," Junior College Journal, XXXVII (March, 1967), pp. 30-32.

An overview of some of the considerations involved in administrative organization for facilities planning, pointing out the need for sound planning in the development of the junior college, and the specific needs and familiarities required of those involved in this type of planning.

Putnam, Howard. "The College Community-Service Program as an Agency of Social Action," Junior College Journal, XXXI (December, 1960), pp. 221-223.

A report of a study made in southern Texas regarding the problem of college programs of community services. The author concludes that, although these junior colleges have long neglected this function of social service, they are now becoming actively involved in social action.

Roger, Sidney. "The Junior College in an Age of Technological Change," Junior College Journal, XXXI (January, 1961), pp. 243-247.

Not only are educational institutions responsible for preparing members of society to meet successfully the technological revolution sweeping the nation, but also to meet equally successfully the social needs which are resultant from this revolution. The contention is that the junior college can help man continue to be creative, not just a "conformity-molded bystander" in a "soulless world of machines."

Saimond, Paul A. "The Two-Year College--An Important Part of Higher Education," New York State Education, LI, No. 1 (October, 1963), pp. 9-11.

The author gives a brief history of the growth of the junior college movement. The terminal, transfer, adult education, guidance and community service functions are discussed, with a closing summary of the trend in New York State.

Scott, Ben M. "Board Member Looks at the Junior Colleges," California Education, II, No. 1 (September, 1964), pp. 9-10.

Scott discusses the problem of vocational education in the California junior colleges and nationally. While transfer programs have become well established, many schools feel that vocational training should be done by some other institutions. Since only one-third of junior college graduates do transfer, an increased emphasis on education for the other two-thirds is called for.

Skaggs, Kenneth G. "Report from St. Louis," Junior College Journal, XXXVII (September, 1966), pp. 40-43.

A summary of the recommendations made by a conference at the Midwest Technical Education Center involving the relationship of technical education to society, administration, curriculum, and student personnel service.

Stern, Bernard H. "What Happens to Rejected College Applicants?" Journal of Higher Education, Vol. 33, No. 7 (October, 1962), pp. 367-374.

The value of community colleges is discussed through a case study. Discussion also turns to the question of what constitutes an educated person, the implications for the junior college, and the importance of the adult education program.

Stocker, Joseph. "The Rise of the Junior College," Kiwanis Magazine (December, 1961--January, 1962).

Many of the advantages of the junior college are explained clearly and in detail. Various illustrations are presented to show why the junior college has grown so rapidly.

"The Burgeoning Community College," Saturday Review, XLVII, No. 51 (December 19, 1964), pp. 50-54+.

Merlo discusses the question of higher education for all in view of the role of the junior college, and Schwartz questions whether the junior college is really higher education.

"The Case for the Junior College," Look, Vol. 24, No. 25 (December 6, 1960), pp. 26+.

A brief pictorial case study of a high school graduate who attended Christian College in Kansas is presented. "Who Should Go to Junior College?" is answered with important and basic information. Many of the unique merits of the junior college are shown and explained.

"The Community College's Unique Function," School and Society, Vol. 90, No. 2215 (November 3, 1962), p. 368.

A synopsis of the speech given by Edmund J. Gleazer, Jr., executive director of the American Association of Junior Colleges, at the dedication of the Kellogg Community College campus, Battle Creek, Michigan. Most of this speech centered around the democratic purpose and functions of the community college.

"The Junior College--Its Challenge and Future." Bureau of Educational Research and Services. Tempe, Arizona: College of Education, Arizona State University, November, 1963.

This research and service bulletin is divided into four major parts: the Arizona junior college system and its relationship to other educational institutions, functions of the junior college, historical sketch of the junior college movement, and superior teachers to staff the junior college.

Toews, Emil O. "Community Services--AAJC Function," California Education, II, No. 4 (December, 1964), pp. 13-14.

CAPE, the College Association for Public Events, and the community education programs at College of San Mateo are discussed. Their success has caused San Mateo to make community education its fifth major function along with transfer, terminal, adult and general education.

Walker, George H., Jr. "Analysis of Negro Junior College Growth," Junior College Journal, XXXI (January, 1961), pp. 261-264.

A graphic study of the growth of Negro junior colleges, this article contains data concerning the number of Negro colleges, enrollment, facilities, accreditation, and association membership.

Walsh, Mary. "Wanted: Volunteers," Junior College Journal, XXXIII (May, 1963), pp. 14-16.

Graduates of two-year colleges are proving a valuable source of personnel for the Peace Corps.

Winnett, William L. "Desired Outcomes of Education for Business in the Junior College (continued): Part B. Outcomes in Preparing students for Transfer from Junior College to Four-Year Colleges and Universities," New Perspectives in Education for Business. Washington, D. C.: National Business Education Association, 1963, pp. 384-392.

The role of the junior college in preparing students for transfer to four-year institutions is indicated with specific reference to

business transfer students. Contributions in business skills, basic understandings, screening, and articulation are a few of the areas served by the junior college.

Yarrington, Roger. "Conference Takes Bright Outlook on Future of Private Junior Colleges," Junior College Journal, XXXIII (February, 1963), pp. 22-25.

What is the function of a private junior college? How can its objectives be financially supported and communicated to its various publics? These and other questions are discussed in this report of the National Conference on the private junior college.

Young, Raymond J. "The Junior College: Past, Present, and Prospect," School of Education Bulletin, The University of Michigan, Vol. 32, No. 1 (October, 1960), pp. 5-10.

Four aspects of the junior college are described: functions, types and organization, history and status of development, and trends and prospects. The explanation of various forms of control is of special interest.

IV. ORGANIZATION AND ADMINISTRATION

A. Legislation

Presenting legislation first in this section which deals with organization and administration seems logical inasmuch as state enabling acts or other state legislation which creates a state plan for junior colleges usually determines the support plan and other basic ingredients to help the junior colleges function within a state plan for higher education.

Legislation will be considered under two subheadings: state and federal.

State

Cresci and Winter, and Mikalson focus on legislative developments in California. The former state that the junior college has developed as an integral part of the state system of higher education. The latter refers to probationary teacher legislation which has had an impact on faculty selection and evaluation policies in junior colleges.

Erickson comments that the community college role in Illinois has been improved by the recent master plan for higher education in that state.

Ingler explains the reasons for a set of specifications for a new community college in Ohio and advocates enabling legislation (since his article was published, the Community College Act of 1961 was passed which sets the requirements and support plan for future community colleges).

Holland, Kosaki, MacKay, and Smith refer to junior college developments as a part of a state system of higher education in Minnesota, Hawaii, New Jersey, and Texas, respectively.

Martorana in three separate articles refers to trends in recent state legislation, a report on state legislation items which were introduced but failed, and the eighth biennial survey of state legislative action related to junior colleges.

Federal

Congresswoman Green from Oregon discusses the implications for junior colleges of recent federal legislation. (The Education Professions Development Act passed in 1967 seems to be the most recent federal legislation which has implications for junior colleges.)

Moore discusses how community colleges can relate to work-study programs provided for in the Economic Opportunity Act of 1964. Vaccaro comments about the responsibilities in retraining under the provisions of the Manpower Development and Training Act of 1962. Implications of the Higher Education Facilities Act (1963) and the Vocational Education Act (1963) are presented in the last article, "Two Legislative Landmarks in One Month."

B. Organization

Deciding to classify some of these articles as organization rather than administration is a professional judgment. For the most part, organization relates to structure while administration is considered as process. Organization is concerned with developing an adequate structure in terms of the philosophy and objectives of the community junior college. What the sub systems are and how they are related to each other, may have a great deal of influence on how effective the process of administration becomes. Students, faculty, administration, curricula, learning resources, financial resources, and campus planning are all necessary parts of the educational program.

It is obvious in reviewing this section that the writers are practical people. Very little consideration is given to organizational theory or organizational models. Traditionally, organization is presented in a flat, two-dimensional chart which never presents all of the sub systems in their proper relationships.

What the writers have to say in this section will be reviewed under two sub headings: general concerns and state level.

General Concerns

Burnett and Beal depart from the usual concept of organization by presenting a three-dimensional model which is approximately three feet in each dimension. The basic concept is that of the solar system with the sun represented by the student body. All other sub systems, faculty, administration, and curricula orbit around the students. The various sub systems are constructed of colored styrofoam held together by dowel rods and pipe cleaners. Interrelationships are shown by white thread.

Engelhardt discusses the implications of eight different architectural designs, each representing a different concept of community college facilities. The article, "How to Pick a Site for a Community College," presents a check list to use in selecting junior college sites. Patterson in The American School Board Journal comments about technical considerations in selecting a site.

Jensen and Jones in two separate articles discuss the problems of organization and administration for the urban community college that has more than one campus. (Cuyahoga County Community College in Cleveland with three campuses is an example.)

Kintzer and Lackas point out special considerations for organization; the former emphasizes the need to expand technical-occupational training programs; the latter suggests a cadre of specialists. Plummer and Richardson comment about automation and how its effects reflect change in the entire program.

Morrison and Novak indicate how to use the survey in determining needs and administrative officers. Patterson in Nation's Schools discusses 12 steps in developing junior college facilities. Phillips stresses flexibility in plant facilities. "This College Rents Its Classrooms" suggests that occasionally a new junior college may rent space from a high school.

Priest suggests a set of questions for board members to use in selecting a president.

State Level

Carpenter and Skaggs present guide lines to use in establishing local administrative or junior college districts.

Skaggs points out that states need guide lines to develop sound junior college systems. Suggestions for state directors and coordinators of state systems of junior colleges are presented in the conference proceedings of "State Directors of Junior Colleges and Coordinators of State Systems of 2-Year Colleges."

Lindley, Masiko, and Visser in separate articles discuss problems of organization at specific colleges. The article, "How to Guarantee Support for a Community College," refers to developing a community foundation to solicit, receive, and manage funds.

Kosaki comments about three of the major problems in developing the master plan for community colleges in Hawaii.

C. General Administration

There are three major categories in this section: role of the president, general administrative concerns, and preparation of junior college administrators. As one could guess, this section on general administration has the largest number of annotations in Chapter IV. The term "general administration" is used to differentiate from student personnel administration which will be presented in Chapter VI.

Role of the President

Blocker in two separate articles comments on the importance of the leadership role of the community college president. Harris continues this emphasis by pointing out how the president through his leadership can emphasize the vocational-technical area. Merson adds that all aspects of the program can be influenced by the president's leadership.

Henderson presents seven questions which the president and his staff must face. Priest lists both "do's" and "dont's" for the new president. Kintzer and Koontz deal with the annual report and management, respectively.

Morrison presents an analysis of salaries of presidents. Schultz thinks the new breed of presidents has more experience and education than formerly.

General Administrative Concerns

Blocker comments on specific administrative behavior while Carson reports a study of the expectations of the dean by students and staff.

In the generalist role, Cowley, Erickson, Lombardi, Marsee, and Russel discuss factors, problems, and issues that affect administration. Visser discusses administrative implications in a complete reorganization of Grand Rapids Junior College.

Chambers, Giles, Gold, Morrissey, Rauch, Selznick, and Tripper deal with such specifics as campus planning, admission and retention practices, staff autonomy, students, and food management services.

Several of the writers comment about the need for cooperative administrative-faculty relationships (Kintzer, McKenna, Morrison, Priest, Richardson, Schmidt, and Hale present guide lines for the board of trustees).

Preparation of Administrators

Hall emphasizes the need for clinical training for presidents and other major administrators.

Johnson, Medsker, and Weinreis discuss the Kellogg Leadership Training program.

Kintzer emphasizes the internship experience while Tannenbaum presents five problem areas of administration as related to leadership training.

D. Campus Planning

Although this topic could have been considered under administration and part of it under learning resources, the decision was made to include most of the references in this section.

Several of the writers take a general approach to campus planning and design of buildings. Erickson emphasizes the relationship of architectural design to learning climate. Pena points out how needs and concepts should influence design. Tadlock urges systematic planning based on a master district plan. Priest discusses how the design team and the educational team need to cooperate closely.

Several of the authors refer to specific building designs at such institutions as Foothill College (California), Skagit Valley College (Washington), and Monticello College (Illinois).

E. Internal and External Controls

Technically the term "control" refers to legislation but in practice the term has been broadened to include organization, administration, psychological climate, program budgeting, and board of trustees as far as internal controls are concerned. Externally such factors as community relationships, financing, and state legislature are included. For the purpose of special emphasis, some of these topics are presented in separate sections.

Berg and Chafee in separate articles discuss the implications of the Compact on Education (Education Commission of the States) for junior colleges.

Bowman and Swenson in separate articles discuss conflicts of interest in local community and causes of the recent teacher strike at Chicago City College.

Colvert deals with external curriculum control in terms of legal and extra-legal aspects. Logsdon advocates less emphasis of the transfer function.

Kiernan introduces a new concept by suggesting that faculty should evaluate administration.

Hall emphasizes autonomy of control while Morrissey explains the advantages of state control. McClure argues for a state system to administer junior college needs.

Dula reports on a study of academic and suspension practices in Florida.

Kintzer recommends new or revised board policy manuals for California junior colleges while Palmer urges that accrediting teams in that state include junior college faculty members. Rislov discusses three basic responsibilities of the community college board.

F. Financing

Bentley, Sannon and Jarvie discuss the need and plans for community college support in Michigan. Kreiling discusses how the community college dollar is spent in New York state while Larner describes the five types of financial aid available to California community colleges.

Eldridge discusses the fund raising campaign at Bennett College (private junior college for girls in New York state) while Elkins and Blocker point out there is financial support available for private junior colleges.

Several of the writers discuss state aid to community colleges. Senator Case presents reasons for support; Kastner shows how investment in community colleges benefits the individual and the nation; Schultz urges that scholarships be developed for transfer students; and Thomas in two different articles discusses methods of financing community colleges.

Another group of writers deal with special phases of financing. D'Amica in two separate articles presents an analysis of tuition and fee charges; Gleazer presents an analysis and history of foundation support; Morrison discusses changes in salaries of junior college administrators; Timmins presents a report by the American Alumni Council of junior college fund raising campaigns. Stivers outlines a method for determining departmental costs for instruction, and Vore refers to a bank service for students and staff at Pasadena City College.

Finally, the article, "Emphasis: Who Administers Federal Aid," introduces the key administrators in the U.S. Office of Education who administer federal programs affecting junior colleges. Neilan points out that support should start from bottom up rather than superimposing federal aid from the top.

G. Public Relations

Since the community junior college by definition is such an integral part of the local community, the area of public relations is very important. In any dimension, philosophy, objectives, functions, or programs, the college is a part of the community. The college serves all age levels and all groups. If the college is interpreted adequately to the people and vice versa, the college becomes the people's college.

It does seem surprising that only 16 journal articles have appeared in the period, 1961-1967. Of course, some have been referred to in other chapters under different headings, because they seemed to fit appropriately. On the other hand, it may just be that the area of public relations is recognized by the educators and the specialists but not much has been written about it.

Some of the writers use a general approach. Ashmore presents principles for the development and operation of junior colleges. Loschen places public relations into the categories of status, identity, and autonomy. Reynolds comments that the diverse types of junior colleges make the development of a single identity impossible.

Even though the college may have different identities, Hickock points out that parents use their own criteria to judge the worth of the institution. Bailey comments about the function of articles about the college that appear in the local newspaper. Hallman shows how the local churches and the college can cooperate as social agencies serving the community. Hallstrom discusses methods of recruiting students with the cooperation of business and industry.

Meany gives labor's reasons for supporting community colleges.

Deyo thinks it very important for junior colleges to encourage visits from foreign educators.

Several of the writers refer to particular efforts at specific junior colleges. Cohen and Cox describe the public relations efforts at Miami - Dade to convey the intent of the program to the people. Smith discusses the many obstacles that were overcome at San Jacinto College.

* * * * * * * * * * *

The related book literature for this chapter on organization and administration includes several important pamphlets, one doctoral dissertation, and one master's thesis.

Benson shows the time sequence analysis of critical steps in establishing a community junior college. For example, if the president who is the first appointment in the time sequence wants laboratory equipment ready for student use in September, he must place the order several months ahead and not wait to order in August. His research has become very valuable to presidents and boards of trustees who are planning junior colleges from the glimmer of the idea to students enrolling on a well planned campus.

Blocker, et al, (Chapter 7) deal in a comprehensive fashion with some of the major concepts in organization and administration. The latter is treated as process and the former as structure. The major function of administration is to facilitate the work of faculty with students in the teaching-learning process in order to accomplish educational goals of the institution. The organization may contribute or impede this process, depending on how well conceived the structure may be. Both concepts of formal and informal organization are presented. The latter is conceived to be the dimension of inter-personal relationships which are not apparent in the formal line and staff relationships.

Thornton in The Community Junior College (Part II, Chapters 7-9) discusses legal and financial provisions, establishing the new junior college, and administration. He points out that federal recognition of junior colleges finally occurred in the provisions of The Economic Opportunity Act of 1964.

Medsker and Wattenbarger in two separate chapters of Administering the Community College in a Changing World discuss the implications of social and cultural change and new developments in economics and public finance, respectively, for community college administrators. Medsker emphasizes that old concepts such as hierarchy, line and staff relationships, and span of control are becoming less important as administration becomes decentralized with more involvement of faculty in shared decisions.

Wattenbarger (Chapter 7) in the same publication mentioned above suggests that the old emphasis of business and budget has been replaced by the broader term of economics and finance. The latter term depends on the national economy. Along with this concept is the idea that the individual student who completes a program in the community college benefits the national society and not just the local community. Additional ideas include changes in sources of support and revision of tax structures.

The Department of Architecture at Rice Institute in Houston sponsored a conference in 1962 (10 Designs: Community Colleges) in which each of the 10 architects was assigned a typical but hypothetical community college case study. The architect translated the case study material into sketches and design plans.

Lorain County Community College at Elyria, Ohio, although not included in the 10 design studies, is a fine example of how the design of the campus and the buildings reflect the philosophy and the programs of the community junior college.

Penny Port in an unusual master's thesis translates the need of students and the philosophy of the community junior college into a well conceived plan for a student union.

Establishing Legal Bases for Community Colleges emphasizes the use of survey as an approach; financing and patterns of control are discussed, also.

The Commission on Legislation of the American Association of Junior Colleges prepared Principles of Legislation Action for Community Colleges. Seven principles are discussed. A chart is shown on page 9 which identifies the steps in establishing the college from authorization of the legislature through Step 13, enrollment of students.

Morrison and Martorana in Criteria for the Establishment of 2-Year Colleges discuss statutory and regulatory criteria; criteria items are presented for surveys.

Morrison and Martorana in State Formulas for the Support of Public 2-Year Colleges discuss support plans for current operating expenses and capital outlay.

Selected Book References

Benson, Ellis M. "A Time Sequence Analysis of Critical Steps in the Establishment of California Public Junior Colleges." Ed. D., University of California, Los Angeles, 1963.

Blocker, Clyde E., Plummer, Robert H., and Richardson, Richard C. The Two-Year College: A Social Synthesis. Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

Establishing Legal Bases for Community Colleges. Proceedings of a conference sponsored by the Commission on Legislation, American Association of Junior Colleges, with cooperation of Center for Study of Higher Education, University of California, Berkeley, held October, 1961, Chicago. Washington, D.C.: American Association of Junior Colleges, 1962.

Medsker, Leland L. "Implications of Social and Cultural Change for Community College Administration," Chapter 3 in Administering The Community College in a Changing World, Volume II, Number 1. Edited by Martorana, S. V. and Hunter, Pauline T. Buffalo: School of Education, State University of New York at Buffalo, 1966.

Morrison, D. G. and Martorana, S. V. State Formulas for the Support of Public 2-Year Colleges. Bulletin 1962, No. 14. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1962.

Morrison, D. G. and Martorana, S. V. Criteria for the Establishment of 2-Year Colleges. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1963.

Port, Linda Penny. "A Proposed Plan for the Organization of a College Union on a Community College Campus." Master's thesis, Ohio State University, Columbus, Ohio, 1966.

Principles of Legislative Action for Community Junior Colleges. Prepared by the Commission on Legislation of the American Association of Junior Colleges. Washington, D.C., 1962.

10 Designs: Community Colleges. Houston: Department of Architecture, Rice University, 1962.

Thornton, James N., Jr. The Community Junior College. Second Edition. New York: John Wiley and Sons, Inc., 1966.

Wattenbarger, James L. "Implications of New Developments in Economics and Public Finance for Community College Administration," in Chapter 7 of Administering the Community College in a Changing World, Volume II, Number 1. Edited by Martorana, S. V., and Hunter, Pauline T. Buffalo: School of Education, State University of New York at Buffalo, 1966.

Annotated Bibliography

Legislation

Cresci, Gerlad D. and Winter, Carl G. "The Junior College as a Partner in Higher Education," *California Schools*, Vol. 34, No. 2 (February, 1963).

This overview of the development of the junior college in California discusses the two-year college as an integral part of the state system of higher education.

Erickson, Clifford E. "Rebirth in Illinois," *Junior College Journal*, XXXVI (September, 1965), pp. 28-29.

Studies have been made and a master plan has been proposed by the Illinois Board of Higher Education which will improve the community college situation in Illinois.

Green, Edith. "A View from Capitol Hill," *Junior College Journal*, XXXIII (January, 1963), p. 7.

Representative Green (Oregon), chairman of the congressional subcommittee on higher education, makes some observations about the implications of federal legislation for junior colleges.

Holland, Phillip C. "Minnesota Turns to State Junior Colleges," *Junior College Journal*, XXXVI (December, 1965), pp. 40-41.

The state's Junior College Board is now planning expansion of the system of two-year colleges proposed by 1963 legislation.

Ingler, Charles W. "Governing Principles for State Policy Toward Community Colleges," *Educational Research Bulletin*, XL, No. 2 (February 8, 1961), pp. 29-35.

Ingler explains the reasons for a set of specifications for a new community college in the state of Ohio. He advocates that Ohio needs an *enabling* law which would allow substantial new programs to come into existence insofar as the people are willing to invest in them. Other proposed new state policies for higher education are also discussed.

Kosaki, Richard H. "Hawaii Plans for Community Colleges," *Junior College Journal*, XXXVI (November, 1965), pp. 5-7.

Now that community college legislation has been passed, the major tasks now confronting Hawaii include facilities construction, curriculum development, and staff recruitment.

MacKay, Kenneth C. "Something New in New Jersey," *Junior College Journal*, XXXIV (April, 1964), pp. 4-7.

MacKay reports on public interest and new legislation in New Jersey. He predicts that New Jersey will soon be a strong junior college state.

Martorana, S. V. and McHugh, Robert F. "State Legislation: 1962-64," *Junior College Journal*, XXXVI (March, 1966), pp. 27-36.

A summarization of pertinent laws affecting community colleges in each of the states, Puerto Rico, and the United States territories was compiled with visible trends indicated.

Martorana, S. V. and Palmer, James K. "Recent State Legislation Affecting Junior Colleges," Junior College Journal, XXXII (February, 1962), pp. 316-330.

This is a report of the eighth biennial survey of state legislation action concerning community junior colleges.

Martorana, S. V. and Palmer, James K. "Recent Legislative Proposals Affecting Junior Colleges," Junior College Journal, XXXII (March, 1962), pp. 397-405.

The authors report on junior college state legislative items (1960-1962) which were introduced, but failed to become laws. These items are summarized and their implications for junior colleges are discussed.

Mickalson, Roy G. "In California: Impact of Probationary Teacher Legislation," Junior College Journal, XXXVII (September, 1966), pp. 44-48.

A new California law makes it harder to fire probationary teachers which has had an effect upon faculty selection and evaluation policies in California public junior colleges.

Moore, James W. and Rioux, William J. "Two Challenges of the Economic Opportunity Act," Junior College Journal, XXXV (March, 1965), pp. 17-18.

The place of the community college in the work-study program is discussed in this article.

Newsham, Louis R. "Iowa Sets Its Course," Junior College Journal, XXXVI (October, 1965), pp. 14-16.

The community college enabling legislation passed by the Iowa General Assembly during the year 1965 was discussed, and possible future legislation was indicated.

Smith, Kathleen Bland. "Crossroads in Texas," Junior College Journal, XXXV (December-January, 1965), pp. 14-16.

Reported in this article are the governor's recommendations for education beyond the high school that affects junior colleges in Texas.

Vaccaro, Louis C. "The Manpower Development and Training Act and the Community College," Junior College Journal, XXXIV (November, 1963), pp. 21-23.

The responsibilities of junior colleges in retraining are discussed in this article as well as how these institutions are responding to demands placed on them by this program.

"Two Legislative Landmarks in One Month," Junior College Journal, XXXIV (February, 1964), pp. 4-5.

The provisions and implications of the Higher Education Facilities Act and the Vocational Education Act are discussed in this article.

Organization

Burnett, Collins, and Beal, Donald. "An Organization Chart with Interest," The Ohio School Boards Journal, XII, No. 1 (January, 1968), p. 17.

A three dimensional model of the organization of the community junior college is presented with an illustration and discussion. The basic concept is that of the solar system represented by the student body as the sun with administration and faculty and curricula orbiting around the student body.

Carpenter, W. W. "Planning Satisfactory Local Administrative Districts," Junior College Journal, XXXI (September, 1960), pp. 36-39.

This article is a discussion of the factors that need to be studied in establishing satisfactory local administrative school districts.

Engelhardt, N. L., Jr., and Romieniec, Edward. "How to House a Community College," School Management, Vol. 5, No. 4 (April, 1961), pp. 98-109.

The authors--experts in the field of education and architecture--discuss what special facilities they believe a community college should or should not include in its design. Eight designs are shown, each representing a separate concept of community college facilities.

"How to Guarantee Support for a Community College," School Management, Vol. 7, No. 6 (June, 1963), pp. 46-49.

The establishing of a community college in Freeport, Illinois, led to the development of the Freeport Community College Foundation. The Foundation functions to receive, manage, and solicit funds for the continuance and growth of the college.

"How to Pick a Site for a Community College," School Management, Vol. 6, No. 8 (August, 1962), pp. 30-32.

Here is a checklist for the selection of junior college sites. A brief explanation on the use of the checklist precedes it.

Jensen, Arthur M. "Urban Community Colleges Go Multicampus," Junior College Journal, XXXVI (November, 1965), pp. 8-13.

A study was conducted and recommendations presented for the administration and organization of a multicampus community college.

Jones, Robert C. "Multicampus Instructional Resources Services," Junior College Journal, XXXVI (March, 1966), pp. 11-13.

Multicampus community colleges present many new problems for the administration and organization of instructional resources services.

Kintzer, Frederick C. "A Plan for Expanding Technical-Vocational Opportunities," Junior College Journal, XXXI (October, 1960), pp. 70-73.

Attention is directed toward the need for expanding technical-vocational training opportunities; a brief summary of degree granting junior and community colleges in Washington is also given.

Kosaki, Richard H. "The Master Plan for Hawaii's New Community College," Junior College Journal, XXXVIII, No. 1 (September, 1967), pp. 13-15.

A description of the plans for Leeward Oahu Community College and how they deal with three major problems: (1) design for incremental development from 2,000 to 5,000 students, (2) compactness for small acreage, and (3) flexibility to adapt to future changes in instructional methodology.

Lackas, John C. "A Cadre System for Organizing Community Colleges," Junior College Journal, XXXVII (November, 1966), pp. 46-47.

Based on the military concept of a cadre of experienced personnel to perform organizational tasks, the author suggests a cadre or corps of specialists to do the initial tasks of organization for new community colleges.

Lindley, William R. "Tacoma Overcomes Handicaps," *Junior College Journal*, XXX (March, 1965), pp. 33-34.

Starting with some formidable handicaps, particularly a state law virtually forbidding a community college in the county, this article describes how Tacoma's first community college came into existence.

Masiko, Peter, Jr. "Going Multicampus," *Junior College Journal*, XXXVII (October, 1966), pp. 22-26.

An illustration of how to develop and organize a multicampus junior college in a large metropolitan area based on an examination of the Miami-Dade Junior College.

Morrison, D. G. and Novak, Robert. "How Your District Can Start a Community College," *School Management*, Vol. 5, No. 3 (March, 1961), pp. 56-60+.

Two experts of the community college tell what has to be done to start a community college, how and where to get the teachers, and how much it will cost. Also discussed are how to use the survey in determining the need and want for the two-year institution, what administrative officers are needed and what they do, and general procedure and problems encountered.

Patterson, Dow. "Determining Instructional Space Needs for Junior Colleges," *American School Board Journal*, Vol. 141, No. 5 (November, 1960), pp. 29-32.

Patterson lists various factors that must be considered in predicting space needs for junior colleges. Two formulas for expanding existing campuses, and estimating classroom needs on a new campus are also discussed.

Patterson, Dow. "Planning the Junior College Site," *American School Board Journal*, Vol. 142, No. 4 (April, 1961), pp. 30-31.

Many considerations have to be made when considering a site for a prospective junior college. Such considerations as location, size of site, accessibility to site, soil and contour conditions, and shape of site are briefly discussed.

Patterson, Dow. "Is Your District Ready to Start a Junior College?" *Nation's Schools*, Vol. 74, No. 3 (September, 1964), p. 66+.

Questions and answers related to starting a community college comprise the first portion of this article. The second section contains twelve steps to take in developing a junior college program and its facilities.

Philips, Al. "Educational Facilities," (Recorder's Summaries of Workshop on Instructional Aids), Junior College Journal, XXXII (May, 1962), pp. 546-547.

The theme is the need for flexibility in planning educational facilities on the junior college campus.

Plummer, Robert H. and Richardson, Richard C., Jr. "Broadening the Spectrum of Higher Education," *Journal of Higher Education*, Vol. 35, No. 6 (June, 1964), pp. 308-312.

A look at changes in employment patterns brought about by automation leads to a discussion of the role that can be played by the two-year college offering transfer and semi-professional programs, and as an institution offering non-credit remedial work and vocational training.

Priest, Bill J. "Selecting A College President," Junior College Journal, XXXV (April, 1965), pp. 5-7.

The selection of a president may well be the most important decision of a governing board. In this article Priest discusses a useful approach to the drawing up of key questions which will help clarify what board members expect from a college president.

Skaggs, K. G. "The States Must Be Given Encouragement and Guide Lines for Establishing Sound Systems of Junior Colleges," Junior College Journal, XXXI (May, 1961), pp. 528-532.

The author relates various means through which guide lines may be given to encourage states to provide for sound systems of junior colleges.

"State Directors of Junior Colleges and Coordinators of State Systems of 2-Year Colleges," Conference Proceedings. Washington: Office of Education of U.S. Department of Health, Education, and Welfare, 1963.

The five papers presented at the conference are included plus some of the questions and comments from the discussion that followed each presentation. The closing remarks of S. V. Martorana sum up the accomplishments of the conference.

Stivers, Earl R. "A Junior College Timetable," Educational Executives' Overview, Vol. 3, No. 10 (October, 1962), pp. 38-40.

The business manager of Manatee Junior College, Florida, draws upon his knowledge and experience to outline a timetable of the logical sequence of events in beginning a junior college.

"This College Rents Its Classrooms," Educational Executives' Overview, Vol. 4, No. 3 (March, 1963), p. 44+.

Some community colleges begin by renting space from another facility. In this article, major points of the agreement between a community college and a local high school are discussed to show how a solution may work well or result in problems.

Visser, John E. "An Experiment in Administrative Reorganization," Junior College Journal, XXXII (September, 1961), pp. 47-52.

Visser uses three administrative organizational charts, under which Grand Rapids Junior College has functioned from 1957-1960, and discusses the rationale for each.

Williams, Glenn D. "Toward More Effective Junior College Districts," Junior College Journal, XXXI (February, 1961), pp. 305-307.

The author interviewed junior college presidents and general authorities in the field to establish criteria for the formation of junior college districts. The results of the survey are included in this article.

General Administration

Blocker, Clyde E. "The Role of the Administrator in Community College Plant Planning," Junior College Journal, XXXI (February, 1961), pp. 326-330.

Planning a community college plant is a task that involves many "publics," including the board of control, students, faculty, the community, and the donor or donors of private funds. The administrator must perform an objective coordinating role in cooperation with these individuals and groups.

Blocker, Clyde E., et al. "Central City Community College: A Case Study in Junior College Administration." Austin, Texas: The University of Texas, 1963.

This case follows a new president in his study of the existing services and his suggestions. The opposition he meets among faculty members in trying to institute more vocational education provides an open question for the reader and is left unsolved.

Blocker, Clyde E. "Essentials of Administrative Behavior for the Stimulation of Effective Student Personnel Services in the Junior College," University of Texas (February, 1964), p. 52.

The administrative organization of educational institutions is reviewed and scrutinized. The differences between formal and informal organization are also discussed. A discussion of the specific administrative behaviors and practices in two-year colleges is presented. The last four pages of the text are devoted to the articulation of various issues confronting junior colleges, as well as many topics for suggested research.

Carson, J. O., Jr. and Schultz, Raymond E. "A Comparative Analysis of the Junior College Dean's Leadership Behavior," The Journal of Experimental Education, Vol. 32, No. 4 (Summer, 1964), pp. 355-362.

The perceptions and expectations of a junior college dean held by students as compared to those held by the professional staff, including the dean himself, are reported in this article. Twenty public two-year colleges were chosen and the Leader Behavior Description Questionnaire was administered. An extensive group of charts reveals the results obtained.

Chambers, Frank M. "A College Admissions Policy to Reduce Attrition," Junior College Journal, XXXI (January, 1961), pp. 250-254.

Various aspects of attrition in the junior college are presented. First, a common core curriculum for every student to follow in his initial term, and second, simultaneous testing and counseling for purposes of guiding and eventually screening the student for a major course sequence.

Cosand, Joseph P. and Tirrell, John E. "Flying a College on the Computer," Junior College Journal, XXXV (September, 1964), pp. 5-8.

The St. Louis Junior College District experiments in using a computer to plan facilities for a new campus.

Cowley, W. H. "A Student of Higher Education Views Junior College Administration," Journal of Secondary Education, Vol. 36, No. 1 (January, 1961), pp. 39-43.

This article is a very brief sketch of the categories analyzed by the author as he studies various aspects of higher education. Among the categories briefly described are: purpose, product, structuring, resources, controls, environment, and historical.

Erickson, Clifford G. "Commission Commitments: Commission on Administration," Junior College Journal, XXXV (November, 1965), p. 23.

A summary of the most recent 1965 activities of the Commission on Administration.

Ferry, Frederick C., Jr. "On the Move at Pine Manor," Junior College Journal, XXXIII (March, 1963), pp. 13-15.

Within the next two years, Pine Manor Junior College will move from its current site in Wellesley to a campus in Chestnut Hill, seven and a half miles closer to the center of Boston. This article considers some of the problems encountered in such a move.

Giles, Frederic T. "Guidance for Junior College Campus Planning," Junior College Journal, XXXII (April, 1962), pp. 471-475.

This is an extensive list of suggestions on junior college campus planning compiled by a jury of experts consisting of architects, college administrators, and planning consultants. The author discusses the role of the faculty, students, and citizens in this planning.

Gold, Ben K. "Admission and Retention Policies in California Colleges," Junior College Journal, XXXIII (September, 1962), pp. 9-15.

Examines some of the problems arising from current admission and retention policies in California junior colleges and suggests some possible solutions.

Hall, George L. "Clinical Training for Future Administrators," Junior College Journal, XXXIV (October, 1963), pp. 22-23.

An explanation of the need and value of training for junior college leaders is given, along with a listing of institutions providing such training. The value of internships is cited, and four essential phases of internships are identified. The training of several individuals in various institutions is also described.

Hall, George L. "Ten Commandments for Trustees," Junior College Journal, XXXVI (April, 1966), pp. 24-27.

Guide lines are presented which aid Board of Trustees of community colleges in creating a climate which is conducive to creative, ambitious, and satisfying work by college staff and faculty.

Harris, Norman C. "Administrative Leadership in Vocational-Technical Education," Junior College Journal, XXXII (March, 1962), pp. 380-387.

Discussed here is the role of the community college in vocational-technical education and that of its president, acting as a leader, in promoting this function.

Henderson, Algo D. "Decisions Ahead for Junior College Administrators," Junior College Journal, XXXII (January, 1962), pp. 243-252.

Seven questions must be answered by junior college and community college administrators in the near future. The questions include the role of the junior community college, the teachers, counseling services for students, curriculum innovations, and instructional devices and techniques.

Johnson, B. Lamar, editor. "The Two-Year College," *Journal of Higher Education,* XXXV, No. 1 (January, 1964), pp. 51-53.

Johnson describes the Leadership Program developed at ten universities under a grant from the Kellogg Foundation. He also elaborates on two publications that describe these programs. One publication studies attitudes of administrators, while the other analyzes two-year college presidents' reports.

Kintzer, Frederick C. "California Junior College Faculty Handbooks," *Junior College Journal,* XXXII (November, 1961), pp. 159-166.

Reported here are the results of a survey of fifty-one California public junior colleges conducted for the purpose of analyzing their faculty handbooks.

Kintzer, Frederick C. and Johnson, B. Lamar. "How Internships Work," *Junior College Journal,* XXXIII (May, 1963), pp. 16-19.

Internship experience for administrative trainees has, in recent years, gained stature as an important step in professional preparation of the college administrators. The authors discuss this kind of learning experience.

Kintzer, Frederick C. "Structuring the Annual Report," *Junior College Journal,* XXXV (September, 1964), pp. 17-19.

From the result of a survey devoted to analyzing the annual reports of several junior colleges, the author makes specific suggestions designed to increase the usefulness of this valuable report.

Koontz, Harold D. "A Management Consultant Views Junior College Administration," *Journal of Secondary Education,* Vol. 36, No. 1 (January, 1961), pp. 50-57.

Koontz discusses why he feels management is the most complex of all jobs. Although "authority" is the key to the managerial job, "responsibility" is the word being used more frequently, because "authority" implies negative authoritarianism. Koontz recommends that administrative procedures be developed only when absolutely necessary, since too many procedures tend to keep people from thinking in an organization.

Lombardi, John. "Emergent Issues in Administration," *Junior College Journal,* XXXV (November, 1964), pp. 4-8.

Current issues, created by the rapid development of the junior college movement, are identified and discussed by the author. Some of the issues discussed include the open-door admission policy, finance, federal control, articulation, transfer and terminal ratios, and academic rank.

McKenna, David L. "Organizing the Faculty for the Institutional Self-Study," *Junior College Journal,* XXXII (October, 1961), pp. 104-110.

Listed and explained are the five progressive procedural steps considered by the author to be essential in effectively conducting an institutional self-study.

Marsee, Stuart E. "Line of Responsibility--An Administrative Necessity," *Junior College Journal,* XXXII (October, 1961), pp. 84-85.

The need for and advantages of lines of responsibility in junior colleges are described. The author suggests that lines should be drawn so that successive steps in appeal are established. It was concluded that management is an art which must be constantly refined but can never be reduced to a mathematical equation.

Medsker, Leland L. "Junior College Leadership Training Programs," Journal of Secondary Education, Vol. 36, No. 1 (January, 1961), pp. 30-32.

Medsker briefly discusses the importance of responsible and imaginative junior college leadership. Problems and responsibilities are mentioned. The leadership training program set up by the W. K. Kellogg Foundation are also discussed.

Merson, Thomas B. "A Plan of Cooperative Action for Junior College Improvement," Junior College Journal, XXXI (May, 1961), pp. 505-510.

This plan for the improvement of the junior college program proposes action under four headings: service, information exchange, research, and involvement.

Morrison, Grant D. "Administrative Salaries in Junior Colleges," Junior College Journal, XXXII (January, 1962), pp. 259-263.

An analysis of the salaries of presidents or chief administrators in junior colleges is presented. Some of the trends in salaries are discussed.

Morrissey, Kermit C. "Creative Leadership of Multi-Unit Colleges," Junior College Journal, XXXVIII, No. 1 (September, 1967), pp. 38-42.

A plea for greater individual and staff autonomy in the administering of the units within a multi-unit system.

Moser, Robert J. "Is He One of our Alums?" Junior College Journal, XXXIV (February, 1964), pp. 29-31.

Public junior colleges can have successful alumni programs even though many graduates transfer to senior colleges.

Priest, Bill J. "Do's and Don'ts of Getting Started," Junior College Journal, XXXII (January, 1962), pp. 268-270.

Priest lists ten "do's" and six "don'ts" which a new junior college president might do well to follow.

Priest, Bill J. "Faculty Administrator Relationships," Junior College Journal, XXXIV (March, 1964), pp. 4-8.

Faculty and administrator relationships in junior colleges are analyzed. Problem areas identified are relevant to California. However, it was generally concluded that neither administrators nor faculty should "go it alone," but that the future success of the junior college movement is directly related to the type of working relationship which is maintained between faculty and administration.

Rauch, Walter E. "Suggested Admittance Program," Junior College Journal, XXXI (December, 1960), pp. 202-209.

An admittance program is outlined that would engage the faculty in interviewing and selecting future students. Necessary clerical forms, charts, and other evaluational instruments are presented.

Richardson, Richard C., Jr. "Policy Formulation in the Two-Year College," Junior College Journal, XXXVII (March, 1967), pp. 40-42.

A thorough discussion of the relationship presently existing in two-year colleges between faculty and administration pointing out trends that are taking place and the steps that should be taken to insure a smooth, efficient policy formulation procedure.

Russel, John H. and Ayers, Archie R. "Patterns of Administration," *Junior College Journal*, XXXIII (May, 1963), pp. 5-7.

Effective administration within a workable organization is a reflection of competent personnel and adequate structure. This study shows the top level organization in 129 public and private junior colleges.

Schmidt, Mildred S. "Administrative Support in Establishing A.D.N. Programs," *Junior College Journal*, XXXVI (May, 1966), pp. 20-23.

The administrative staff of the community college plays a significant role in establishing new and unique curricula.

Schultz, Raymond R. "Changing Profile of the Junior College President," *Junior College Journal*, XXXVI (October, 1965), pp. 8-13.

The new breed of American junior college presidents appears to be more qualified in terms of experience and education.

Selznick, Philip. "A Sociologist Views Junior College Administration," *Journal of Secondary Education*, Vol. 36, No. 1 (January, 1961), pp. 33-38.

A study of various principles of social structures is presented. Discussion is held on the relationship of administrators to the individuals being governed. Selznick concludes that it is difficult to combine a transfer student program with a vocational student program, and a guidance program as well; therefore, would it not be better to reverse the trend toward the general community college?

Stivers, Earl R. "The Self Evaluation Study," *Junior College Journal*, XXXII (November, 1961), pp. 139-141.

Guide lines used to implement a self-evaluation study at Manatee Junior College are presented. Cost figures are also included.

Stivers, Earl R. "Teaching Loads in the Junior College," *Junior College Journal*, XXXII (December, 1961), p. 232.

This is a brief listing of the items that should be considered in establishing teaching loads in the junior colleges.

Tannenbaum, Robert. "A Student of Leadership Training Views Junior College Administration," *Journal of Secondary Education*, Vol. 36, No. 1 (January, 1961), pp. 44-49.

The objectives of leadership training are similar to the objectives of junior college administrators. Five problem areas are discussed. These involve the atmosphere of the organization, variation in status between various staff members and members of the group, empathy or social sensitivity as the ability to understand another individual accurately, interpersonal communication, and content versus process.

Tupper, Eleanor. "Today's Answer to College Food Service," *Junior College Journal*, XXXI (December, 1960), pp. 224-226.

Attention is directed toward the need for and advantages of a food management service in colleges. Those facilities existing on the campus at Endicott Junior College are thoroughly examined as an example of what should be.

Visser, John E. "An Experiment in Administrative Reorganization," Junior College Journal, XXXII (September, 1961), pp. 47-52.

Steps involved in a complete administrative reorganization of Grand Rapids Junior College (Michigan) are presented.

Weinreis, Sister Anna Marie. "Concerning a Leadership Program," Education, Vol. 83, No. 9 (May, 1963), pp. 560-563.

Suggestions are made by this author to improve the Kellogg Foundation Leadership Programs. Her recommendations are made on the basis of her participation in a Leadership Program at the University of Texas.

Campus Planning

Erickson, Clifford G. and Kump, Ernest J. "Campus Design and Learning Environment," Junior College Journal, XXXVIII, No. 4 (December, 1967--January, 1968), pp. 27-31.

The relationship of architectural design to the learning climate is traced through the objectives and specifications, functions, campus size and organization, material, and style.

"Foothill's Campus is a Community in Itself," Architectural Forum, Vol. 116 (February, 1962), pp. 54-57.

The plans and designs of Foothill Junior College are discussed from an architectural point of view. Seven pictures and two diagrams give some idea of the building plans of this Los Altos, California campus.

Harper, William A. "Dedication Day," Junior College Journal, XXXV (September, 1964), pp. 32-33.

The dedication of Corning Community College in New York is described as well as the physical plant and historical development.

Hodson, George. "A Theater Dream-Come-True," Junior College Journal, XXXV (February, 1965), pp. 30-31.

Skagit Valley College has a new easily convertible little theater that has a regular proscenium stage with an auditorium and a complete arena theater.

Pena, William M. and Good, Leroy V. "Architectural Programing," Junior College Journal, XXXVIII, No. 2 (October, 1967), pp. 34-37.

Procedures in analyzing and determining needs, concepts, and conditions of a building project which should influence its design. Special attention is given to cooperation between educators and architects.

"Planning the Community College," College and University Business, XLIII, No. 4 (October, 1967), pp. 57-72.

The article presents ideas and innovations for community college design with seven case studies that illustrate the principles of master planning.

Priest, Bill J. and Oglesby, Enslie O., Jr. "Selecting the Design Team," Junior College Journal, XXXVIII, No. 1 (September, 1967), pp. 26-30.

Consideration and methods of selecting a design team, with particular reference to architect, fees, engineering services, landscape and interior design, special consultants, master planning, and the working relationship between the educational team and the design team.

Starky, W. F. "A Theatron for Monticello," Junior College Journal, XXXIV (April, 1964), pp. 12-13.

Hatheway Hall, Monticello's new Theatron, its unique architectural design uniting the new and the old, its classic white columns adding beauty to both exterior and interior, stands as a distinguished landmark and cultural focal point on the Monticello College campus.

Tadlock, Max and Ebey, George. "'Pound-Wise' Planning," Junior College Journal, XXXVIII, No. 3 (November, 1967), pp. 27-31.

The authors point out the incongruity of paying liberally for architectural planning and making few allowances for the educational counterpart in the facility planning processes. The importance is stressed of systematized planning through: a district master plan, educational specifications, and room specifications.

"Which Community College For You?" Educational Executives' Overview, Vol. 4, No. 1 (January, 1963), pp. 33-40.

At Rice University in Houston, a ten-day workshop was sponsored by Rice's department of architecture and the Ford Foundation's Educational Facilities Laboratories. Specialists from ten prominent universities were invited to design ten different colleges. Ten hypothetical, but typical, situations were set up with differences in climate, size, economy, and students. The results and sketches are presented.

Internal and External Controls

Berg, Rodney. "The Compact and the Junior College," Junior College Journal, XXXVI (May, 1965), pp. 8-9.

The implications of the Compact on Education for the community college are discussed.

Bowman, James A. "Safeguarding Against Conflicts of Interest," Junior College Journal, XXXVIII, No. 4 (December, 1967--January, 1968), pp. 16-18.

Discussion of conflicts of interest between local businessmen and political groups and the college or college-related personnel. Safeguards including group oriented procedures and conflict avoidance are elaborated.

Chafee, John H. "The Compact on Education Is a Reality," Junior College Journal, XXXVI (May, 1966), pp. 6-9.

A report is given on the Compact on Education between the governors of several states which when expanded will help to improve the educational programs in each and all of the states cooperating.

Colvert, C. C. "A Study of Official External Influences on the Curriculum of Public Junior Colleges," Junior College Journal, XXXI (December, 1960), pp. 210-213.

This report is concerned with the legal and extra-legal aspects of external curriculum control of the public junior college, and is focused upon the board of control and its members.

Dula, Thomas C. and Schultz, Raymond E. "Academic Probation and Suspension Practices in Public Junior Colleges," Junior College Journal, XXXII (October, 1961), pp. 78-83.

The results of a study of the academic probation and suspension practices of locally supported and controlled public junior colleges in Florida.

Hall, George L. "Confusion in the Control of the Junior College," Junior College Journal, XXXII (April, 1962), pp. 432-436.

Hall believes that autonomy of control and a precise designation of an authority figure will help to enhance the junior college image and enable it to achieve its purpose.

Kiernan, Irene. "The New Style in College Administration?" Junior College Journal, XXXVIII, No. 1 (September, 1967), pp. 22-23.

A discussion of faculty evaluation of administrators is presented.

Kintzer, Frederick C. "Board Policy Manuals in California Public Junior Colleges," Junior College Journal, XXXII (April, 1962), pp. 454-462.

After a thorough discussion of California public junior college board policy manuals, the author makes recommendations for planning new policy documents or revising old ones.

Logsdon, James D. "Our Junior Colleges: The Case for Local Control," Illinois Education, Vol. 51, No. 6 (February, 1963), pp. 241-242.

In addition to believing that junior colleges should de-emphasize the transfer function, the author advocates local control. Six reasons are presented to support his beliefs.

Morrissey, Kermit C. "An Alternative: State Control," Junior College Journal, XXXVI (May, 1966), pp. 16-19.

State control of community colleges can offer advantages regarding over-all planning and utilization of resources.

Palmer, John B. "A Teacher Looks at Accreditation: Schools in California," Junior College Journal, XXXI (February, 1961), pp. 339-344.

Palmer contends that junior college accrediting teams in the state of California should include junior college faculty members. The reasons for this inclusion are discussed at length.

Rislov, Sigurd. "The Board's Responsibility," Junior College Journal, XXXV (September, 1964), pp. 9-11.

This article posits three basic responsibilities of the community college board: (1) confirming the objectives of the institution, (2) adopting policies intended to realize these objectives, and (3) evaluating or appraising the results of institutional policies.

Swenson, Norman G. and Novar, Leon. "Chicago City College Teachers Strike," Junior College Journal, XXXVII (March, 1967), pp. 19-22.

Two representatives of the Cook County College Teachers Union present their views on the causes of the recent teachers strike at Chicago City College and the implications arising from it.

Financing

Bentley, Alvin H., *et al*. "Michigan Reaches the Crises in Higher Education," *Michigan Education Journal*, XLI (February 1, 1964), pp. 5-7+.

A report of the Citizens Committee on Higher Education set up to consider the long-range problems of higher education in Michigan. The committee recommends a state appropriation of $135 million for higher education with an additional $12 million for the community colleges for the year 1964-1965.

Bremer, Fred H. and Elkins, Floyd S. "Private Financial Support of Public Community Colleges," *Junior College Journal*, XXXVI (September, 1965), pp. 16-19.

It is important that community college administrators know the sources of private financial support for community colleges.

Case, Clifford P., Senator. "From the Address to the First General Session," *Junior College Journal*, XXXI (May, 1961), pp. 503-504.

Senator Case extols the unusual advantages of the community college program and singles it out for emphasis and assistance in any broad program of aid.

Chambers, M. M. "Progress in State Tax Support of Higher Education," *School and Society*, Vol. 91, No. 2224 (March 23, 1963), pp. 144-146.

In addition to an analysis of state appropriations to higher education in general, Chambers provides an account by state of aid to local community colleges. The amounts for the years 1959-1960 through 1962-1963 and the gains made are listed.

D'Amico, Louis A. and Bokelman, W. Robert. "Tuition and Fee Charges by Public Junior Colleges, 1961-62," *Junior College Journal*, XXXIII (September, 1962), pp. 36-39.

This is a brief analysis of the 1961-62 tuition and fee charges to full-time students by public junior colleges. The differences in charges for resident and out-of-district students, and resident and out-of-state students are also analyzed.

D'Amico, Louis A. and Iffert, Robert E. "Tuition and Fees in Public Junior Colleges," *College and University*, XL (Spring, 1965), pp. 334-338.

Tuition and fees to students in public junior colleges are increasing, including out-of-district and out-of-state fees.

Eldridge, Donald A. "Developing Financial Resources," *Junior College Journal*, XXXV (October, 1964), pp. 28-31.

A summary of some of the successful procedures utilized by Bennett College for fund-raising campaigns are discussed by the president of Bennett College.

Elkins, Floyd S. and Blocker, Clyde E. "Philanthropic Support of Private Junior Colleges," *Junior College Journal*, XXXVII (November, 1966), pp. 28-31.

There is much evidence to indicate that financial support is available to the private junior college if it will organize an effective program aimed at securing this aid.

"Emphasis: Who Administers Federal Aid?" Junior College Journal, XXXV (February, 1965), pp. 1-3.

An introduction to the top men in the USOE divisions that administer most of the programs affecting junior college.

Gannon, Philip J. "Community Colleges Analyze Needs," Michigan Education Journal, Vol. 39, No. 12 (February, 1962), pp. 413-414.

This article is divided into two sections. The first gives a general summary of the purposes of the community college. The second part is devoted to a discussion of the need for the public community colleges to receive state aid.

Gleazer, Edmund J., Jr. "AAJC Approach," Junior College Journal, XXXIV (October, 1963), pp. 2-3.

An analysis and history of foundation support to junior colleges is provided in this article. Some rudimentary information on how to apply for foundation support is provided.

Jarvie, Lawrence L., editor. "The Two-Year College," Journal of Higher Education, Vol. 33, No. 7 (October, 1962), pp. 391-393.

Jarvie contends that a major responsibility of the community college is to develop public understanding and support for these institutions. Flint College, Michigan, is cited as an example of how much a community college can develop with the public's support.

Kastner, Harold H., Jr. "The Economic Value of The Community Junior Colleges," Junior College Journal, XXXVI (November, 1965), pp. 29-34.

Investment in community colleges means economic returns for the individual, society, and the nation.

Kreiling, Robert T. "The Community College Dollar: How it is Spent in New York State," Junior College Journal, XXXIII (December, 1962), pp. 190-194.

This study reports data relevant to the following topics with respect to how the community college dollar is spent in New York: budget distribution, cost per student, student-faculty ratio, average full-time instructional salaries, and a comparison of student-faculty ratio and average faculty salary.

Larner, Thomas E. "Student Aid in California Community Colleges," Junior College Journal, XXXI (September, 1960), pp. 31-35.

This article provides a brief discussion of the types of financial aid available in California Community Colleges, the criteria used for selection, and the method of administering these programs of financial assistance. The author concludes with a plea for greater support, better administration, and proper evaluation.

Morrison, D. Grant. "Administrative Salaries in Junior Colleges," Junior College Journal, XXXII (January, 1962), pp. 259-263.

The changes in salaries of junior college administrators between 1957-1958 and 1959-1960 are presented in this article.

Neilan, Edwin P. "The Changing Educational Scene," Junior College Journal, XXXIV (October, 1963), pp. 4-8.

While granting the increasingly large role to be played by the community college in the nation's future educational plans, the author contends that financial aid for the junior college will willingly come once the need is demonstrated. He further contends that improvement in education must come from the bottom up rather than from the top (federal aid) down.

Schultz, Raymond E. "Scholarships for Junior College Transfer Students," School and Society, Vol. 89, No. 2187 (February 25, 1961), pp. 86-87.

Schultz, a professor of higher education at Florida State University, discusses a plan developed at his institution to provide a substantial number of scholarships exclusively for outstanding graduates of the state's junior colleges. The benefits of such a program are also discussed.

Stivers, Earl R. "Cost Study for Current Operations in the Junior College," Junior College Journal, XXXII (March, 1962), p. 423.

Stivers briefly outlines a method for determining departmental costs for instructing students.

Thomas, Charles W. "Financing the Public Community College: A Summary of Local Taxes, State Aid, and Student Tuition as Sources of Revenue," Junior College Journal, XXXI (February, 1961), pp. 308-312.

The author presents an informative discussion of support in terms of local taxes, state aid, and tuition. He concludes by stating that two-year colleges need to seek other sources of revenue such as federal aid and business and industry. Increased tuition and more efficient college management may also be part of the answer.

Thomas, Charles W. "Financing the Public Community College: A Summary of Federal Aid, Corporation Aid, and Economics of Management as Sources of Revenue," Junior College Journal, XXXI (March, 1961), pp. 365-369.

Contained in this article is a comprehensive discussion of the various means of financing the public community college.

Timmins, Richard H. "Fund Raising in Junior Colleges," Junior College Journal, XXXIII (September, 1962), pp. 3-6.

This is a report of a survey conducted in 1957 by the American Alumni Council and other agencies in an effort to determine how far junior colleges have progressed in planned programs of fund raising.

Vore, Marilyn. "The Pasadena City College Bank," Junior College Journal, XXXV (December, 1964--January, 1965), pp. 28-29.

Pasadena City College Bank is designed like a commercial bank. The College Bank in this California junior college offers many services to its student body of 9,000 and to the faculty and staff.

Public Relations

Ashmore, Henry L. "Reaction to Some Basic Principles in Developing and Operating Junior Colleges," Junior College Journal, XXXII (December, 1961), pp. 189-192.

Recorded in this article is the thinking of an audience at a junior college meeting in Memphis concerning some principles commonly used in discussing the development and operation of junior colleges.

Bailey, Richard P. "Education at Yakima Valley College Is News," Junior College Journal, XXXII (January, 1962), pp. 253-258.

Discussed here are the form and function of educational articles about the local college that appear weekly in two local daily newspapers.

Boozer, Howard R. "North Carolina is Counting on Community Colleges," Junior College Journal, XXXIV (December, 1963--January, 1964), pp. 8-11.

North Carolina has been slow to develop tax-supported community colleges although progressive enabling legislation and strong community interest indicate a bright future for further development.

Cohen, Arthur M. "Racial Integration in a Southern Junior College," Junior College Journal, XXXV (March, 1965), pp. 8-11.

This article describes a precedent-setting design by which integration was achieved in Florida at Miami-Dade Junior College.

Cox, Blanche. "Hi There, High School," Junior College Journal, XXXV (April, 1965), pp. 33-35.

Conveying the junior college message to the community is an ever-present challenge calling for imagination, ingenuity, and persistence. In Miami, Florida, Miami-Dade Junior College has employed a variety of approaches to meet this challenge.

Deyo, Donald E. "Educators from Abroad: Welcome!" Junior College Journal, XXXVII (February, 1967), pp. 22-24.

The author encourages visitations to American junior colleges by foreign educators and describes an appropriate itinerary for such visits.

Hallman, William E. "Schoolmen and Churchmen in Dialogue," Junior College Journal, XXXVII (April, 1967), pp. 28-30.

A report on some conferences in California which discussed the relations of the church and the community college movement and ways in which they can complement each other's efforts as community institutions.

Hallstrom, Ronald W. "Three New Twists in Occupational Education," Junior College Journal, XXXVIII, No. 3 (November, 1967), pp. 46+.

Methods of attracting students through literature in display racks, recruiting by manufacturing firms, and coordinators who search the community to determine the current training needs of business and industry are discussed.

Harlacher, Ervin L. "Effective Educational Public Relations Begin at Home," Junior College Journal, XXXI (September, 1960), pp. 25-30.

Attention is directed toward the need for a good program of public relations to establish rapport between the local institution and the

community. A method for achieving this is outlined.

Hickok, Helen. "Ask the Junior College Parents What They Think," *Junior College Journal,* XXXV (November, 1964), pp. 24-27.

Parents may not use the same criteria as educators, but they can judge a college by personal experience.

Loschen, Roger T. "Public Relations Problems Unique to the Junior Colleges," *Junior College Journal,* XXXII (December, 1961), pp. 207-210.

Unique public relations problems fall into three categories: status, identity, and autonomy.

Meany, George. "Labor and the Community College," *Junior College Journal,* XXXIV (February, 1964), pp. 6-8.

The AFL-CIO recently gave community colleges a big endorsement. The reasons for this support are discussed.

Peyton, Mary Faith. "Junior and Community College Week," *Junior College Journal,* XXXIII (September, 1962), pp. 57-58.

This article discusses the conception and development of the idea for Junior and Community College Week at Port Huron Junior College in Michigan.

Pray, Francis C. "A.P.R. Trilogy," *Junior College Journal,* XXXIV (November, 1963), pp. 16-20.

Public understanding and support for the junior college movement can best be obtained through personal contacts and personal persuasion.

Reynolds, James W. "Images or Services of Junior Colleges," *Junior College Journal,* XXXIII (September, 1962), pp. 1-2.

There are so many diverse types of junior colleges that any attempt to create an inclusive unitary image of these two-year institutions would result in a vague meaningless image without form or dimension.

Smith, Kathleen Bland. "The College That Couldn't Be Stopped," *Junior College Journal,* XXXIV (November, 1963), pp. 12-15.

San Jacinto College, near Deer Park, Texas, faced formidable obstacles in its formative period. This article relates how one college overcame public opponents, lawsuits, and even a hurricane as it went on to success.

8

V. THE TEACHING-LEARNING CLIMATE

This section deals with the teaching-learning climate which includes the following: learners; teachers; curriculum; instruction, media, and methodology; and library. Although students are considered in Chapter VI from the standpoint of behavior and student personnel programs, they are referred to as the learners in this chapter. Students as learners are the most important group in the academic community. As we have noted earlier, organization and administration exist to facilitate the work of the faculty with students in the teaching-learning process. There is no more important consideration than this psychological process in the entire junior college program, or four-year college program for that matter. Although motivation and learning theory are central to the teaching-learning climate, the writers in this chapter do not emphasize either topic.

A. Learners

Bossone and Blocker point out the need to understand the learner and his reasons for attending the community junior college. Nardelle studies the learning process of junior college students. Morton comments about the several roles of the entering freshman while Seibel reports on a study of high school seniors who enrolled in junior colleges. Blanchett and Collins discuss the need for student involvement and applying the democratic ideal to students.

Gavins writes of the importance of vocational choice, and Collins in another article discusses the need for vocational counseling to help the student make an appropriate career choice.

Several of the writers deal with studies of academic quality. Cratty found no significant difference between transfer and non-transfer students at UCLA. Curry studied the relationship between reading grade placement scores and achievement in reading. Gustafson studied the relationship between the School and College Ability Test and first semester grades at Sheridan College. Holmes did a pre and post study of transfer students to Syracuse. Klityke found that junior college transfer students in Colorado succeeded academically.

Other writers discuss special phases of the program with implications for the learner. Brown and Richek conclude that male junior college students have poorer mental health than male counterparts at senior colleges. Cohen describes an honors program for superior students. Russell and Schultz write in separate articles about the value of an honors system. Epler hopes students can be helped to achieve high moral values. McKibbin indicates concern for the low academic record of the drop out who may want to return. Meister, Morris, and Schultz deal with admission practices and achievement and probation.

Finally, several writers express a variety of concerns. Liggett points out some misleading ideas about the community junior college. Strawbridge stresses articulation with senior colleges. Thurston discusses the junior college student in a metropolitan area. Whitaker urges that students be helped to attain honesty and integrity. Wilson discusses Phi Theta Kappa, a national scholastic honorary for junior college students.

B. Teachers

The term "teachers" was selected rather than faculty or instructors to balance the term "learners" so that the teaching-learning climate would have full meaning. The learner can learn without the help of teachers, but probably the teacher can make the learning process more effective than would be possible, otherwise.

For the most part, the role of the teacher in the community junior college is understood and reinforced. He does have a close relationship with students. He does try to be as effective as possible in the teaching-learning process.

The major concerns expressed by the writers in this section are: improving the relationship between faculty and administration, preparation and recruiting of faculty, and academic rank.

Improving Relationship Between Faculty and Administration

Dunn, et al, stress involving faculty in policy making as an important means of reducing tension between faculty and administration. Homer comments that faculty committees need to be important within the organization. Mogonis discusses the importance of an advisory council. Weldon refers to faculty participation in planning a new science hall at Mesa College.

Lombardi and Winter in separate articles refer to a new regulation for junior colleges in California which requires an academic senate. Vavoulis suggests a Council of Teaching Faculty to give faculty a formal voice in government.

Fram discusses the faculty role in the control of higher education. Garrison discusses faculty perception of problems and needs. Hendrix, in two separate articles, relates administrative policies and procedures to the life-records of faculty and to faculty characteristics.

Preparation and Recruiting of Faculty

Eurich deals in a general way with this problem of finding and utilizing staff effectively. Graybeal presents an analysis of faculty salaries which is one factor in recruiting staff. Ivery lists recommendations for recruiting.

Academic Rank

Blocker comments that the tendency to give academic rank in junior colleges is increasing. Freeberger and Crawford discuss criteria and rationale for academic rank while Harrington presents a survey of attitudes about academic rank.

Hendrix presents the pros and cons of this practice; in another study (California J. of Educational Research) the same writer studies the relationship between rank, evaluation, and tenure to the life-record data of faculty.

Moore suggests that there may be more important considerations for faculty than academic rank. Tillery hits at the nub of the problem when he indicates that awarding rank is only an indication of imitating the status of the four-year college and university in selecting, orienting, and evaluating faculty. Maul states that competent faculty is a major problem for junior colleges. Smith describes a cooperative teacher training program between junior colleges and a university.

In the article, "Need for College Teachers Grows," the point is made that approximately 30 per cent of new junior college teachers come from high school ranks and 24 per cent from graduate schools.

Kennedy and Kuhns in separate articles stress the value of the part-time instructor who contributes valuable experience and knowledge from a full-time job in the community.

Other writers in this section deal with points which are related to these major headings discussed above. Blocker, for example, in two separate articles discuss an inventory to measure faculty morale and criteria to determine faculty competency. Daniels and Kiernan are the lone voices urging that faculty take responsibility in counseling students. Canavan discusses the rewards and responsibilities in junior college teaching. Eiss suggests teacher conferences to solve problems in an academic area.

C. Curriculum

Diversity is the best word to use in characterizing the community junior college curriculum. Even a number of the private junior colleges show some inclination to experiment, but for the most part the curriculum in these institutions reflects a traditional liberal arts approach. The community junior college is like the Seabees of World War II fame in that there is a "can do" philosophy. If there is a documented need to be met in the community, sooner or later the junior college takes on the assignment.

This comprehensive program is a normal outgrowth of the philosophy and objectives of the junior college. The "open door" admissions policy results in extreme patterns of student ability and interests. The intent to meet the needs of the local community results in a multi-pronged approach. Adaptability to new needs in the community is an advantage which is in contrast with the more inflexible program of many four-year colleges. After all, the curriculum is a pattern of organized learning experiences implemented by methodology, facilities, and the gestalt of the teaching-learning process.

Although there is no common curriculum pattern for all community junior colleges, most of them have the following programs: technical and semi-professional which includes, for example, the various technologies in engineering, business, and agriculture and nursing and the health sciences; the transfer or liberal arts program for those who plan to continue at a four-year institution; the general education program which forms a base for the other curricula; the opportunity or remedial program; and, finally, the adult or evening program.

Even though there is a constant pressure from many sources to emphasize the liberal arts program, the fact remains that only approximately one-third of those who complete the two-year program transfer to a four-year institution.

Most of the writers in this curriculum section which is the largest section of all deal with various programs in the technical and semi-professional curriculum. Approximately 35-40 articles are in this area. If one is interested in nursing and the health oriented programs, he can turn to articles by Brown, Conklin, Hermler, Light, Nadeau, and Steiner.

Among those who write about business education are Averill, Gorton, Howard, Kurtz, Lotz, Nardelli, Ostness, Streitelmeier, and Thompson.

General concerns and innovations in technical and vocational education are expressed by Cotes, Edinger, Gleazer, Harris, Henderson, Price, Rapp, Reynolds, Sandall, Seay, and Young, to mention a few.

Several writers emphasize the importance of the honors approach. In this group are Bogdon, Bradshaw, Dannick, Dawson, Eldersveld, and Swets.

Colvert reports on a survey of the legal and extra-legal aspects of external curriculum control in 136 private or independent junior colleges.

Burnett concludes from an analysis of 25 studies of the relationship between a prescribed pattern of high school units for entrance requirements and academic success in college that there is no significant relationship. Academic success in college seems to be a matter of individual intelligence and motivation rather than whether the student has had three units of foreign language or science or English, or vocational courses. If such a conclusion is justified, the community junior college with its unrestricted admissions policy can be honest in planning a curriculum that does not depend on the myth of completed high school units.

D. Instruction, Media, and Methodology

This section is shorter than one might expect, because some of the articles have been included in other sections, for example, "Curriculum," and "Teachers." Often it is difficult to put one label on an article that may fit into several categories. There is the possibility, too, that the teachers are so involved with students and media that there has not been much incentive to write about what one does operationally every day. One suspects, moreover, that some of the specialists who contribute to the literature about teaching in the junior college may not be classroom teachers.

This section is an integral part of the teaching-learning climate. The interaction of learners and teachers in the learning process can be facilitated by appropriate instruction media and methodology. To complete this gestalt of the interaction process among the learner, teacher, and learning resources, the library and learning resources will be presented in the next section.

What one does and how one does the job of relating the learner to learning experiences, depends on how the individual teacher perceives his role within the context of learning theory. If we assume that the learner can learn but that the teacher may not teach, we have to infer that the role of the teacher is that of a catalyst or emotional conditioner. The teacher attempts to arrange the conditions for learning so that the individual student perceives that the learning will be meaningful to him. Sometimes the old Thorndikian adage of arranging for the learner to learn and reinforcing that learning is a sound guide line. The major intent of the teacher is to differentiate the learning process so that the individual student will have the maximal opportunity to accomplish the objectives which should result in the desired learning outcomes.

Motivation and learning are central to the educational task of the college. Learning occurs when the pattern of responses becomes more or less permanent to one or more stimuli. This suggests a change in behavior, so learning really occurs when the learner becomes different in some way (attitudes, understanding, values) than he was before.

Motivation is an important part of the learning process. Unless the learner perceives some meaning in geology or calculus or English literature for himself, he may not learn very much. The teacher has to know the learner as an individual in order to help him relate a need to a goal and implement the process of achieving the goal.

Whether the teacher favors the lecture method or the discussion approach or contract method or the use of films and other audio-visual media, is secondary to the importance of understanding how learning occurs.

Fortunately the teacher in the community junior college is aware usually that reinforcement comes from effective teaching rather than research, writing, consulting, and administering funded projects. Once this reinforcement pattern changes, the community college will lose an important part of its unique flavor.

Some of the writers in this section deal with general concerns such as the importance of effective instruction. Bard takes a general approach to show how the college can improve teaching by a desire to improve all the parts--objectives, curriculum, methods, and materials. Chapman urges that new ideas and methods be used if teaching is to be effective. Collins warns that a high attrition rate is not necessarily a reflection of high academic standards; he points out that evaluation must be related to philosophy and objectives. Garrison, Keppel, Rapp, and Turano emphasize that the student is central to the learning process and that effective teaching should have first consideration. Most of the writers in this section report techniques or instrumentation without dealing directly with learning theory and its implications for the teaching-learning process. Berkman, Silberman, and Tickton, respectively, point up the importance of educational television, teaching machines, and audio-visual aids in general.

E. Library

Although the writers in this section indicate the importance of the library in the teaching-learning climate, there is little thinking about the "library college." This concept suggests that the library becomes the center of learning. In this sense the library is no longer a place where students go to read books and journal articles but an exciting arena of active learning with facilities for programed instruction, individual carrels, and two-way communication between the student and the teacher. It becomes a laboratory much like learning from an experiment in chemistry or building a small generator in the electrical engineering technology area.

Some of the writers, Douglas, Shores, and White, stress that the library has become an integral part of the teaching-learning process.

Hallenbeck and Harvey urge that the library which is carefully planned will contain innovations to reinforce effective learning.

The essentials to meet the standards of the American Library Association are stressed by Hirsch, Johnson, and Tanis and Jacobs.

* * * * * * * * * *

Representative book and monograph literature is included to supplement the journal literature. There seems to be an emphasis on teachers and programs with minimal attention to motivation, learning theory, and the dynamics of the teaching-learning climate.

Dwyer in Administering the Community College in a Changing World (Chapter 10) discusses in succinct manner how programs develop from philosophy. He points out how problems develop as the community college tries to be consistent in implementing this commitment to the diverse age and ability groups in the community.

Gleazer in New Directions for Instruction in the Junior College (pages 25-29) discusses the problems of special preparation of teachers for the junior college. Some combination of internship experience and graduate work seems desirable, but the few efforts at a national level have not been highly successful. Somewhere along the path the trainee succumbs to the research influence of the graduate school and loses interest in teaching. Without the proper orientation to philosophy and programs, the new teacher begins to feel frustrated in the community college setting.

Stoops establishes four major principles that differentiate faculty in the community college from colleagues in other units of higher education. His section in The Community College in Higher Education (pages 51-59), also, identifies four major areas of concern as far as staffing is concerned: the college parallel program, the technical programs, the occupational and recreational programs, and administrators and service personnel.

Three of the references are excellent to clarify one's understanding of the range and complexity of the various programs which are a part of the curriculum of many community junior colleges. Gleazer discusses and presents outlines of occupational programs in American Junior Colleges (pages 35-50). Another excellent feature of this seventh edition of the junior college directory is Appendix Three which groups junior colleges according to such occupational programs as accounting, agriculture, architecture, business, data processing, liberal arts, nursing, and secretarial.

Harris in Technical Education in the Junior College develops a rationale for the need for technical education, steps in curriculum planning, evaluation of programs, and details of the two-year curriculum in numerous technical and semi-professional programs.

Harris in a recent publication, Developments in Technical and Vocational Education, focuses on the special contributions of the community junior college (pages 45-52). These major programs are: occupational education, college-parallel education, student personnel services, general and continuing education, and community services.

Selected Book References

Dwyer, William G. "Developing and Maintaining Effective Curriculum in the Two-Year College," Administering the Community College in a Changing World, II, No. 1 (1966). Edited by Martorana, S. V. and Hunter, Pauline T. Buffalo: School of Education, State University of New York at Buffalo, 1966.

Gleazer, Edmund J., Jr. "Preparation of Junior College Instructors," in New Directions for Instruction in the Junior College. Edited by Johnson B. Lamar. Occasional Report Number 7. Los Angeles: University of California, 1965.

Gleazer, Edmund J., Jr., editor. American Junior Colleges. Seventh Edition. Washington, D. C.: American Council on Education, 1967.

Harris, Norman C. Technical Education in the Junior College: New Programs for New Jobs. Washington, D. C.: American Association of Junior Colleges, 196[illegible].

Harris, Norman C. Developments in Technical and Vocational Education. Monograph Number 23 in the Series of New Dimensions in Higher Education. Published jointly by Duke University, Durham, North Carolina, and the United States Office of Education, 1967.

Stoops, John A. "Teachers for the Community College," in Stoops, John A., editor, The Community College in Higher Education, Bethlehem, Pennsylvania: Lehigh University, 1966.

Annotated Bibliography

Learners

Blanchett, Herbert A. "Student Participation in Planning," Junior College Journal, XXXV (March, 1965), p. 19.

At the College of Marin, a thirty-nine-year-old junior college in Kentfield, California, students are fiercely proud of the part they have played in planning their new college center.

Blocker, Clyde E. "Comprehensive Community College," NEA Journal, Vol. 51, No. 6 (September, 1962), pp. 20-21.

A clear and concise definition of the term "comprehensive community college," and a brief explanation of this institution's roles are presented in this article. Three case studies demonstrate some of the various motivations and reasons that some people have for attending the community college.

Bossone, Richard M. "Understanding Junior College Students," Journal of Higher Education, XXXVI (May, 1965), pp. 279-283.

An understanding of the junior college student is proposed in terms of his abilities, personality, and social milieu so that his educational needs may be fulfilled.

Brown, Oliver H. and Richek, Herbert G. "Mental Health of Junior College Students," Junior College Journal, XXXVII (December, 1966--January, 1967), pp. 18-21.

A recent study of mental health problems of junior college students, facilitated by the use of the new Brown Self-Report Inventory, supports the hypothesis that male commuter junior college students have relatively poorer mental health than male residential senior college students.

Cohen, Joseph W. "Education for the Superior Student," Junior College Journal, XXXII (September, 1961), pp. 53-54.

This article identifies fifteen features of a full honors program as recommended by the Inter-University Committee on the Superior Student.

Collins, Charles C. "Critical Problems of Students," Junior College Journal, XXXVI (April, 1966), pp. 32-34.

Some needed research in student personnel work, particularly in vocational counseling, is identified.

Collins, Charles C. "Student Rights and Due Process," Junior College Journal, XXXVII (April, 1967), pp. 34-36.

This article takes the stand that the fundamentals of the democratic ideal are not practiced in higher education and that they should be extended to include students.

Cratty, Bryant J. "A Comparison of Selected Pre-Teaching Competencies of Transfer and Non-Transfer Students," Junior College Journal, XXXI (October, 1960), pp. 78-81.

Cratty reports on a study conducted at UCLA involving a comparison of grade point averages, scores in a motor ability test, and a comparison of instructor's ratings on thirteen qualities which were deemed important in the effective performance of future teachers of physical education. Findings showed no significant difference between transfer and non-transfer students in the areas studied.

Curry, Robert L. and Hughes, Hughie. "Relationships Between Measured and Anticipated Achievement in Reading," *Junior College Journal*, XXXII (October, 1961), pp. 91-96.

These authors review the results of a study conducted to determine the relationships between the reading grade placement scores and mental grade placement scores, between measured achievement and anticipated achievement in reading vocabulary, and between measured achievement and anticipated achievement in reading comprehension. Implications and recommendations for other studies are made.

Epler, Stephen E. "Helping Students Achieve High Moral Values in California Junior Colleges," *Junior College Journal*, XXXII (September, 1961), pp. 40-41.

Explained here are the functions and responsibilities of California's Committee on Moral and Spiritual Values.

Givens, Paul R. "Vocational Choices and Their Significance for the Self-Structure," *Junior College Journal*, XXXII (November, 1961), pp. 131-138.

Givens stresses the importance of vocational choice to changes in the individual's self-structure. Attention is also given to the educational implications of this choice.

Gustafson, Monty C. "Relationships Between Scholastic Aptitude Scores and Achievement of Junior College Freshmen," *Junior College Journal*, XXXII (November, 1961), pp. 147-150.

The results of a study to determine the relationship between the *School and College Ability Test*, Form IA (SCAT) and first semester grades earned by freshman students at Sheridan College.

Holmes, Charles H. "The Transfer Student in the College of Liberal Arts," *Junior College Journal*, XXXI (April, 1961), pp. 456-461.

This is a comprehensive report of a study of academic work and grade point averages prior to and after transfer from two-year institutions to Syracuse University.

Klityke, Louis L. "Academic Records of Transfers in Teacher Training," *Junior College Journal*, XXXI (January, 1961), pp. 255-257.

Deals with a study to determine whether or not former students of junior colleges in Colorado are academically successful after they transfer to a senior institution devoted primarily to training teachers. The general conclusion is that these transfer students are as successful as are other junior college transfers, but they are not so successful academically as native students.

Kunhart, William E. and Roleder, George. "Counseling Techniques with Potential Drop-Out Students in Junior College," *Journal of Counseling Psychology*, Vol. 11, No. 2 (Summer, 1964), pp. 190-191.

Using different counseling techniques the authors completed a study to determine if one technique was superior to another in helping potential drop outs. No significant difference was found.

Leggett, Glenn. "The University and the Transfer Student," Junior College Journal, XXXIV (September, 1963), pp. 24-27.

A narrative in which Leggett explores some of the common but misleading viewpoints held by those who survey the junior college scene.

McKibbin, Eugene F. "Round Two for College Dropouts," Junior College Journal, XXXVII (December, 1966--January, 1967), pp. 22-25.

Using two case studies the author discusses the need to find a way to alleviate the problem of the poor academic record and its impact on the college drop out who desires to return to college.

Meister, Morris. "A College Program for the Disadvantaged," Science Education, L, No. 5 (December, 1966), pp. 406-408.

Excerpts of a speech at a symposium of admissions officers explaining New York City's College Discovery Program, a special admissions program at NYC community colleges.

Meister, Morris, et al. "Operation Second Chance," Junior College Journal, XXXIII (October, 1962), pp. 78-88.

The authors evaluate special admissions practices through a detailed and comprehensive discussion of a project conducted at the Bronx Community College in 1959 with New York City high school graduates who had been refused college admission.

Morton, Richard K. "The Junior College and the New Student," Junior College Journal, XXXI (April, 1961), pp. 434-436.

This is a discussion of the several roles an entering freshman at a junior college must play.

Nardelle, Walter. "Learning Patterns of Junior College Students," Junior College Journal, XXXII (November, 1961), pp. 123-126.

Nardelle explores the learning process of junior college students and various influential factors. He concludes that the learning patterns differ from four-year college students but recommends further study to substantiate differences.

Russell, May. "Helping Students Achieve High Moral Values Through College Honor Systems," Junior College Journal, XXXII (September, 1961), pp. 37-39.

Stated are the values of good honor systems on college campuses and the techniques involved in achieving them.

Schultz, Raymond E. "The Impact of Academic Probation and Suspension Practices on Junior College Students," Junior College Journal, XXXII (January, 1962), pp.271-275.

Drawing from the findings of an investigation conducted by Florida State University, this article deals with the effectiveness, assumptions, and methods of existing academic probation and suspension practices of public junior colleges in that state.

Schultz, Raymond E. "A Follow-Up on Honor Students," Junior College Journal, XXXVIII, No. 4 (December, 1967--January, 1968), pp. 9-15.

Extensive report of a study, with numerous supporting tables of data, indicating that honor students are not penalized by taking their

first two years at a junior college, and that the quality of instruction was superior to that received in senior college. Aspects also tabulated are personal characteristics, reasons for attending junior college, and activities following junior college.

Seibel, Dean W. "The Nature and Nurture of the Entering Student," Junior College Journal, XXXVII (December, 1966--January, 1967), pp. 14-17.

A new study of a national sample of high school seniors adds some information pertaining to ability and achievement of students entering junior colleges.

Strawbridge, James R. and Wattenbarger, James L. "Articulation-Florida Style," Junior College Journal, XXXVII (March, 1967), pp. 50-52.

This article describes and recommends the principles established by Florida's program for improvement of articulation between secondary schools and institutions of higher education.

Thurston, Alice. "Now That We Are Nine Feet Tall--A Look at Junior College Students," Junior College Journal, XXXII (February, 1962), pp. 334-339.

Focusing on Montgomery Junior College, the author uses data compiled during the past several years to describe students in a community college located in a metropolitan area.

Whitaker, Bruce E. "Helping Students Achieve High Moral Values by Combining Discipline and Guidance," Junior College Journal, XXXII (September, 1961), pp. 35-36.

This is a report describing the manner in which Chowan College, Murfreesboro, North Carolina, treated the issue of honesty and integrity on its campus.

Wilson, Gary. "Phi Theta Kappa--The Answer," Junior College Journal, XXXII (February, 1962), pp. 358-361.

Outlined here are the objectives and organization of Phi Theta Kappa, a nationally recognized scholarship fraternity for the junior college.

Teachers

Blocker, Clyde E. and Richardson, Richard C., Jr. "Human Relations are Important," Junior College Journal, XXXIV (April, 1964), pp. 19-22.

The authors report the development of an instrument designed to make an inventory of faculty morale. Evidence elicited by this instrument indicates that such studies are desirable.

Blocker, Clyde E. and Wolfe, Wendell. "Academic Rank in Two-Year Colleges," Junior College Journal, XXXV (December, 1964--January, 1965), pp. 21-25.

This study reveals several important trends. While academic ranking in junior college has slowly but steadily increased for many years, an exhaustive review of all available substantive information on the subject reveals a dearth of reliable information on the development and application of such personnel policies in two-year colleges.

Blocker, Clyde E. "Are Our Faculties Competent?" Junior College Journal, XXXVI (December, 1965), pp. 12-17.

Determining criteria and comparative roles is important in discovering whether community college faculty are competent.

Canavan, P. Joseph. "Compensations and Problems of Junior College Teaching," Junior College Journal, XXXII (May, 1962), pp. 509-516.

This is the text of a speech presented at the 42nd AAJC Convention in which the author presents his views concerning the rewards and responsibilities of junior college teaching.

Daniels, Roy P. and Kiernan, Irene R. "Faculty Counseling at F.I.T.," Junior College Journal, XXXVI (September, 1965), pp. 32-35.

The effective role of the faculty in the community college counseling program is discussed.

Dunn, John W., Jowise, Peter, and Jentile, Ralph. "Our Faculty Participates in Policy Development," Junior College Journal, XXXVII (December, 1966--January, 1967), pp. 10-13.

Faculty participation problems are solved in the Peralta Junior College District of California by the creation of a council to implement faculty involvement in policy making.

Eiss, Albert F. "Sharing Ideas on Science Education," Junior College Journal, XXXVII (October, 1966), pp. 46-50.

Four recent conferences among science instructors from junior colleges and four year institutions demonstrated the value of such meetings in solving problems in science education.

Eurich, Alvin C. "Staffing Junior Colleges," Junior College Journal, XXXIII (March, 1963), pp. 8-12.

Warns of the increasing difficulty in finding able teachers, and offers some suggestions as to where to look for help and also on the more effective utilization of existing staff.

Forbes, Jack D. "Research, Teaching and Excellence," Junior College Journal, XXXVII (December, 1966--January, 1967), pp. 7-9.

The problem of the widesprad belief that scholarly research and excellence in undergraduate teaching are antithetical is approached with the idea that a teacher's competence depends on the time and opportunity available for professional development in both research and teachings skills.

Fletcher, Leon. "Take to the Road, Teacher!" Junior College Journal, XXXVII (October, 1966), pp. 19-21.

Based on a Monterey Peninsula College program it is recommended that junior college faculty members should visit other colleges to gain ideas and innovations that will lead to improvement of their own institutions.

Fram, Eugene H. "Faculty 'Ownership' of Higher Education," Junior College Journal, XXXII (March, 1962), pp. 388-391.

This article presents a discussion of the faculty's role in the control of higher education.

Freiberger, Helenes T. and Crawford, W. H. "Junior College Academic Rank and Title," Junior College Journal, XXXIII (October, 1962), pp. 89-92.

These authors discuss the rational for academic rank in junior colleges and the criteria for making such appointments.

Garrison, Roger H. "Professional and Philosophical Faculty Attitudes," Junior College Journal, XXXVI (March, 1966), pp. 16-19.

There is a need for junior college teachers to develop professional and philosophical attitudes.

Garrison, Roger H. "The Teacher's Professional Situation," Junior College Journal, XXXVII (March, 1967), pp. 15-18.

The author of the new book, Junior College Faculty: Issues and Problems, reports and comments on faculty perception of problems and needs in the general area of faculty/administration relations.

Graybeal, William S. "Salaries in Junior Colleges," Junior College Journal, XXXVI (May, 1966), pp. 32-35.

A detailed statistical analysis of faculty salaries for 1965-66 is presented with regard to such factors as percentage of change and sex differences.

Harrington, John C. "Academic Rank in the Community College," Junior College Journal, XXXV (March, 1965), pp. 24-26.

A survey reflects attitudes of officials of state departments of education and state junior college associations.

Hendrix, Vernon L. "Academic Rank: Mostly Peril?" Junior College Journal, XXXIV (December, 1963--January, 1964), pp. 28-30.

This study reports data that appear to indicate that academic rank policies and procedures were associated with some desirable characteristics, but are also uniquely related to sufficient undesirable characteristics (in the sample studied) to cast suspicion on the advisability of such policies for the public junior college.

Hendrix, Vernon, L. "Relationships Between Personnel Policies and Faculty Personality Characteristics in Public Junior Colleges," California Journal of Educational Research, XV, No. 1 (January, 1964), pp. 34-43.

The author made a study of full-time faculty at public junior colleges in Texas to test the hypothesis that certain administrative policies and procedures are related to certain faculty characteristics. A number of tables are provided for the analysis of personality factors.

Hendrix, Vernon L. "Relationships Between Personnel Policies and Faculty Life-Record Data in Public Junior Colleges," California Journal of Educational Research, XV, No. 3 (May, 1964), pp. 150-157.

The author uses the full-time junior college faculty in Texas to relate selected administrative policies and procedures to life-record data of faculty members. The three independent variables--rank, evaluation, and tenure--are charted against a long list of life-record variables.

Hendrix, Vernon L. "Academic Rank Revisited," Junior College Journal, XXXV (February, 1965), pp. 24-28.

This article provides empirical information that may be useful to those responsible for evaluating the relative desirability or undesirability of measurable faculty personality characteristics. Present additional empirical evidence shows that student environmental perceptions, which operationally define the objectives of colleges, are related to the presence or absence of academic rank policies.

Homer, Stanley M. "Faculty Power and Participation," *Junior College Journal*, XXXVI (February, 1966), pp. 28-32.

Faculty committees represent an opportunity for institutional growth if implemented within the proper organizational framework.

Ivey, Nathan A. "The Part-Time Instructor and Effective Teaching," *Junior College Journal*, XXXI (September, 1960), pp. 40-43.

Included here is a discussion of proposals and recommendations for the recruitment, selection, orientation, in-service training, and evaluation of part-time professors in higher education.

Kennedy, Gerald. "Preparation, Orientation, Utilization and Acceptance of Part-time Instructors," *Junior College Journal*, XXXVII (April, 1967), pp. 14-15.

The results of a study of the qualifications and impact of the part-time instructor in junior colleges in Maryland and Illinois.

King, Francis P. "Insured Staff Benefit Plans in the Junior Colleges," *Junior College Journal*, XXXI (September, 1960), pp. 3-14.

Insurance programs and benefit plans are studied at a number of junior colleges. Most of these institutions make possible group enrollment in basic hospital-surgical-medical plans, but areas offering least protection are group life insurance, major medical expense insurance, and disability income benefits. An up-grading of junior college benefit plans is needed if these schools are to compete successfully for first-rate staff members.

Koile, Earl A. and Tatem, Diane Wolf. "The Student Oriented Teacher," *Junior College Journal*, XXXVI (February, 1966), pp. 24-26.

This study gave the characteristics of two groups of community college teachers--those who are student oriented and those who are subject oriented.

Kuhns, Eileen P. "Part-Time Faculty," *Junior College Journal*, XXXIII (January, 1963), pp. 8-12.

Across the nation, positions held by part-time faculty members represent a broad cross-section of business and professional life. By virtue of their full-time occupations, many of these part-time faculty members are able to make invaluable contributions to students.

Kushner, Trucia. "Up the Staircase at Manhattan Community College," *Junior College Journal*, XXXVI (March, 1966), pp. 14-15.

Author of a best selling novel, Bel Kaufman describes her challenging job teaching English in a community college.

Lahti, Robert E. "A Faculty Role in Policy Formulation," *Junior College Journal*, XXXVII (September, 1966), pp. 9-12.

This article presents a background and summary of a report by a subcommittee of the AAJC Commission on Administration identifying those elements creating conflict between faculty and administration, and develops appropriate guide lines and recommendations for faculty involvement in policy making.

Lombardi, John. "Faculty in the Administrative Process," Junior College Journal, XXXVII (November, 1966), pp. 9-16.

Legal action is being taken in California to strengthen the participation of junior college faculties in institutional policy making but there are indications that many problems still remaining will continue the rift between faculty and administration.

Lynes, Russell. "The Teacher is an Iceberg," Junior College Journal, XXXVI (April, 1966), pp. 8-12.

The community college teacher must become as interested in students as the philosophy of the community college implies.

Marsee, Stuart E. "Political Activity of Teachers," Junior College Journal, XXXI (October, 1960), pp. 82-84.

This article is a brief discussion of the ground rules for teacher participation in political activities. Used as a frame of reference is the policy adopted by the Board of Trustees of the El Camino Junior College in California.

Maul, Ray C. "Can We Get Good Teachers?" Junior College Journal, XXXIV (December, 1963--January, 1964), pp. 3-7.

The facts brought to light in this study support the realization that the major problem of the years ahead will be to staff the rapidly expanding junior colleges with competent teachers. The preparation and source of supply of the new teachers are discussed.

Maul, Ray C. "The Biggest Problem: Finding Good Teachers," Junior College Journal, XXXVI (December, 1965), pp. 5-8.

Community colleges are evidencing some progress in raising the academic qualifications of faculty personnel.

Mognis, Robert F. "The Advisory Council--Experiment in Democratic Cooperation," Junior College Journal, XXXI (January, 1961), pp. 258-260.

An advisory council composed of faculty members could be of inestimable value in studying and making recommendations on the important problems facing a college. The truth of this statement becomes evident as the author reports the success of such an experiment performed at Yuba College.

Moore, Everett L. "Academic Rank: Bane or Blessing," Junior College Journal, XXXVI (October, 1965), pp. 32-37.

There may be more advantageous means of securing and holding superior community college teachers than by academic rank.

Morton, Luis M., Jr. "The Faculty Incentive Plan at Odessa College," Junior College Journal, XXXI (December, 1960), pp. 189-192.

A salary incentive plan was developed at Odessa College to create and maintain an atmosphere of academic excellence. The success of the plan is also discussed.

"Need for College Teachers Grows," NEA Research Bulletin, Vol. 41, No. 4 (December, 1963), pp. 108-115.

The distribution by field of teachers in junior colleges is studied according to highest degree held. The per cent of women teaching in junior colleges is charted for each field. Of the new junior college teachers, only 23.8 per cent came directly from graduate school, while 30.0 per cent had been high school teachers the preceding year.

Oosting, Kenneth W. "Equating Faculty Loads," Junior College Journal, XXXVI (May, 1966), pp. 10-11.

Basic problems are involved when attempting to equate lecture time with lab work, committee work, counseling, and advising.

Pessen, Edward. "How Does the Professor Spend His Time?" Junior College Journal, XXXII (January, 1962), pp. 280-283.

Should a professor be made to stay around the school and what exactly is his job? Pessen attempts to answer these questions.

Sarko, Laura. "The Problem of Teaching in Community Colleges," Journal of Higher Education, Vol. 35, No. 7 (October, 1964), pp. 384-386.

This article is a brief discussion of the problem of academic freedom for faculty in community colleges. The author feels that until they are freed from high school chores, the faculty will not function effectively as teachers and scholars.

Smith, Max S. "A Cooperative Elementary Training Program," Junior College Journal, XXXVII (October, 1966), pp. 27-29.

The idea of community colleges meeting community needs is exemplified by a cooperative teacher training program between community colleges in Michigan and the College of Education at Michigan State University.

Tillery, Dale. "Academic Rank: Promise or Peril?" Junior College Journal, XXXIII (February, 1963), pp. 6-9.

"The discussion of the issues of academic rank in junior colleges will satisfy neither the more conservative administrator nor the more militant advocate of faculty authority." The author argues that faculty identification with the four-year college model and its institutionalization of professional rank "will undermine the comprehensive functions which give the junior college its unique character."

Torpey, William G. "National Concern for Engineering Technicians," Junior College Journal, XXXIV (December, 1963--January, 1964), pp. 12-15.

Presidential committees, federal agencies, and the Congress seek to encourage the training and utilization of technicians. A challenge facing junior and community colleges is to consider the feasibility of providing new or augmented educational opportunities in the technician field.

Torpey, William G. "Recognition for Engineering Technicians," Junior College Journal (February, 1961), pp. 313-317.

This article sets forth the outline of a utilization conference program directed by the federal government which has focused attention on engineering technicians.

Unikel, Graham. "Training Technical Communicators," Junior College Journal, XXXV (March, 1965), pp. 28-32.

Since World War II a new field of specialization has developed, that of technical writing and editing. Since our science and technology

depend upon good communication, junior colleges have a responsibility to train the needed technicians.

Vaccaro, Louis C. "Faculty Recruitment by Community Colleges," Michigan Education Journal, XLI (February 1, 1964), pp. 11-14.

A survey of the practices employed in recruitment of community college faculty in Michigan's community colleges was done in an effort to find new and more effective methods. Studied were: characteristics of colleges and administrators, sources and methods of recruitment, and faculty characteristics sought. Recommendations include increased efforts to recruit out-of-state faculty and greater cooperation between community colleges and graduate training institutions.

Vavoulis, Alexander. "A Role in Academic Policy Making," Junior College Journal, XXXIV (April, 1964), pp. 32-34.

Proposed here is the establishment of a Council of the Teaching Faculty in order to provide the teaching faculty with a formal voice in the development of academic policy.

Waggoner, Ann Carr. "Venture into Continuing Education," Junior College Journal, XXXI (September, 1960), pp. 44-49.

An excellent discussion of the community college's responsibility to the community for its extension of education. This is done by focusing upon a course offered senior citizens at Manatee Junior College in Florida.

Waters, William R. "Faculty Load in College and Universities in the Chicago Area," College and University, Vol. 39, No. 3 (Spring, 1964), pp. 325-330.

A study of the number of courses taught and the extent of related duties of the faculty was conducted in twenty-four senior colleges and universities and twelve junior colleges in the Chicago area. The mean work load in the junior colleges is 14.6, while it is only 12.5 credit hours in the senior colleges and universities. Class plus laboratory hours per week is also greater in the junior college.

Weldon, Herbert. "An Experiment in Faculty Planning," Junior College Journal, XXXV (April, 1965), pp. 28-30.

There was full faculty participation in the planning of Wubben Hall, the new science building at Mesa College, Grand Junction, Colorado. It is thought that the use of staff for planning has resulted in improved instruction.

Weisz, Vera C. and Butler, Helen J. "Training Teachers' Aides at Garland," Junior College Journal, XXXVI (April, 1966), pp. 6-7.

A six-week summer in-residence institute is offered at Garland Junior College with support from the Office of Economic Opportunity and from private sources.

Winter, Carl. "Academic Senates in the Junior Colleges," California Education, II, No. 3 (November, 1964), pp. 15-16+.

Consultant Winter discusses the steps leading to the adoption of the regulation mandating the establishment of academic senates in junior colleges by the State Board of Education of California. This resolution, adopted on September 11, 1964, allows for the formation of a "faculty council" in any junior college where the faculty requests it.

Wenzel, Lawrence A. "A Proposal for the Social Sciences," Junior College Journal, XXXII (February, 1962), pp. 314-315.

Wenzel outlines a four-semester sequence of social science courses for college.

Whitaker, Bruce E. "The Opportunity of the Independent Junior College for Educational Leadership," Junior College Journal, XXXI (May, 1961), pp. 539-541.

Whitaker feels that the leadership potential of the junior college can best be enjoyed by complete dedication to its function as a truly liberal arts college.

White, Charles H. "Music Philosophies, Faculties, and Curriculums," Junior College Journal, XXXVII (April, 1967), pp. 20-21.

A study of 204 junior college catalogs shows little variation in the programs offered by junior colleges.

Curriculum

Anderson, Sheldon R. "Canoe Camping for College Credit," Minnesota Journal of Education, Vol. 44, No. 10 (May, 1964), p. 14.

Ely Junior College has originated a three-credit course in physical education called canoe camping as a summer offering. Taught by U.S. Forest Rangers and college instructors in northern Minnesota, it offers experience in nature study, boat safety, and canoeing.

Averall, Edgar W. "Why Offer Elementary Statistics?" Junior College Journal, XXXIV (December, 1963--January, 1964), pp. 21-25.

The evidence presented in this study indicates that a knowledge of statistics is helpful to a community college graduate both in his further education and in his business career, as well as in his life as a citizen.

Barbe, Charles M. "Music at Maunaolu," Junior College Journal, XXXII (January, 1962), pp. 276-279.

By focusing upon Maunaolu College, the author discusses the place and function of a music department in the junior college.

Barrett, Mary B. "In Defense of the Modern Drama Course," Junior College Journal, XXXV (March, 1965), pp. 20-22.

It is the author's belief that a year's course in modern drama belongs in a community college. It interests, excites, and causes students to examine universal values.

Bellemin, George J. "Studying Earth Science in French," Junior College Journal, XXXV (December, 1964--January, 1965), p. 30.

The Earth Science Department of Los Angeles City College is experimenting in offering an elementary science course taught in a foreign language.

Berg, Rodney. "Television," (Recorder's Summaries of Workshops on Instructional Aids). Junior College Journal, XXXII (May, 1962), pp. 538-540.

This is a brief discussion of the merits of educational television.

Bogdan, James A. "Honors in History: A Junior College Experiment," *Junior College Journal*, XXXIII (December, 1962), pp. 185-189.

This study provides a comparison of the level of achievement of an honors history class and a regular history section. Approximately 37.5 per cent of the honors students were equal to or above the highest score in the regular sections and 56.2 per cent were within the 'B' range.

Bradshaw, L. Jack. "A Science Honors Program for the Junior College," *Junior College Journal*, XXXII (January, 1962), pp. 284-287.

The objectives, organization, and implementation of the science honors program at San Bernardino Valley College are explained.

Brewton, Harry. "Meanwhile in Florida," *Junior College Journal*, XXXIV (May, 1964), p. 21.

Gulf Coast Junior College students majoring in teacher education are getting a chance these days to obtain valuable front-line experience before they ever begin their real battles in a classroom.

Brick, Michael. "Two Plus Two," *Junior College Journal*, XXXVIII, No. 2 (October, 1967), pp. 25-29.

An analysis of how selected technology programs in high schools and in two-year colleges of New York State sought ways to initiate articulation procedures, including program offerings and information sharing.

Brown, Clifford. "Cooperative Education--The Extended Classroom," *Junior College Journal*, XXXI (September, 1960), pp. 22-24.

Merits of the incorporation of the cooperative education approach into higher education are presented. The author feels these work periods in industry are very productive and enable the student to understand better the practical application of education.

Brown, Ray E. and Boozer, Howard R. "North Carolina Looks at Nursing Education and the Community Junior College," *Junior College Journal*, XXXV (March, 1965), pp. 12-16.

A recent study of nursing education in North Carolina placed a sizable responsibility at the doorsteps of junior colleges. Recommendations made for North Carolina can be useful guide lines in other states.

Brunner, Kenneth A. "Resources for Improvement of Science Instruction," (Recorder's Summaries of Workshops on Instructional Aids). *Junior College Journal*, XXXII (May, 1962), pp. 543-545.

This is a discussion of the philosophy and implementation of the objectives of the National Science Foundation Act of 1950. The implications for junior colleges are also presented.

Burmann, June and Toohey, Barbara. "How to Succeed in Book Reports without Really Reading," *Junior College Journal*, XXXV (December, 1964--January, 1965), pp. 26-27.

These authors defend the vast array of new reference materials which are being used by students to defeat the purpose of the traditional book report.

Burnett, Collins W. "Studies Dealing with the Relationship between a Prescribed Pattern of High School Units for Entrance Requirements and Academic Success in College," Enclosure with September/October, 1967 Issue of *Ohio Guidance News & Views*, Division of Guidance and Testing, State Department of Education, Columbus, Ohio, pp. 1-16.

An analysis of the research literature in this area between 1923-1964 indicates that there is no significant relationship between specific patterns of high school units and academic success in college.

Cates, Robert E. "Training for Space-Age Living," *Industrial Arts and Vocational Education*, Vol. 53, No. 3 (March, 1964), pp. 57-59.

Cates discusses the technical education program at Community Colleges and Technical Institute, Benton Harbor, Michigan.

Clarke, Johnnie R. "A Proposal for a Teacher's Aide Training Program," *Junior College Journal*, XXXVI (May, 1966), pp. 43-45.

Curriculum planning in the community college should be centered around the needs of the community. A curriculum designed for the training of teachers' aides is presented.

Colvert, C. C. "Official External Controls Over the Curriculums in Private Junior Colleges," *Junior College Journal*, XXXI (November, 1960), pp. 130-134.

This report is concerned with the legal and extra-legal aspects of external curriculum control of 136 private or independent junior colleges. Most of the administrators of these private junior colleges studied did not favor any increase or decrease in external curriculum control.

Conklin, Shirley. "A Planning Year for Registered Nursing Programs," *Junior College Journal*, XXXVII (September, 1966), pp. 16-18.

A discussion of the need to set aside one year for planning purposes before establishing a Registered Nursing Program in a Junior College. The author enumerates the tasks and problems that must be met during this year.

Cooper, Jack H. and Zucker, Alfred. "Education Courses in the Expanding Junior College," *Junior College Journal*, XXXIII (October, 1962), pp. 63-65.

This article summarizes the results of a study conducted to determine the objectives and content of education courses that were offered in the sixty-nine California public junior colleges.

Copley, Albert J. and Halliburton, R., Jr. "Establishing a Geology Curriculum in the Junior College," *Junior College Journal*, XXXI (February, 1961) pp. 337-338.

This brief article presents some of the basic problems encountered in establishing a geology curriculum in the junior college. Securing materials and facilities, anticipated enrollment, and teaching methods are problem areas discussed.

Corbman, Bernard P. "The Need for Curriculum Evaluation in Community Colleges," *Junior College Journal*, XXXII (February, 1962), pp. 340-344.

The aspects of community college curriculum evaluation are related in terms of their importance to officials and faculty, the specific profession or industry related to that curriculum, the students, and the public.

Corbman, Bernard P. "A Technique for Curriculum Evaluation," *Junior College Journal*, XXXII (March, 1962), pp. 406-415.

Corbman believes the only way to evaluate a curriculum is by questioning the graduates who experienced it. This questionnaire is examined in terms of its construction, pre-testing, follow-up, and verification of data.

Cowan, Gregory, *et al*. "Incompetence in Comp.: A Realistic Solution," *Junior College Journal*, XXXV (September, 1964), pp. 24-27.

Clark College, Washington, has developed a new approach to teaching English that has the advantage of keeping regular freshmen composition limited to those students who are prepared for it.

Dannick, Lionel and Carson, Robert B. "The Seminar Method and the Junior College: A Proposal," *Junior College Journal*, XXXIII (December, 1962), pp. 204-209.

Cazenovia College recently introduced a unique seminar which allowed for both original research and for advanced work in a department-honors seminar. The experiment seemed to demonstrate that more capable two-year students could and would deal with problems in greater depth than was possible in a normal lecture-discussion classroom situation.

Davies, Kenneth J. "The Challenge of the Junior College to the Economics Profession," *Junior College Journal*, XXXIII (November, 1962), pp. 146-155.

The tremendous growth of the two-year community junior college in many sections of the United States raises several questions of considerable moment to the economics profession. This article reports the results of two research projects looking into some of these questions.

Davis, H. E. and Coffey, J. F. "Planning a Dental Auxiliary Program," *Junior College Journal*, XXXVII (March, 1967), pp. 26-29.

A survey study by the Junior College District of St. Louis aimed at determining the need and developmental requirements for curriculums in dental auxiliaries.

Dawson, Merle C. "Sophomore Honors English in the Junior College," *Junior College Journal*, XXXIII (December, 1962), pp. 235-240.

This article deals with an experiment in sophomore honors English at Grand Rapids Junior College. Several recommendations for such a program are discussed.

De Chow, Georgeen H., *et al*. "Planning and Organizing a Nursing Education Program in the Junior College," *Junior College Journal*, XXXI (April, 1961), pp. 447-450.

Emphasis here is placed on the faculty planning period. This might include visits with other faculties, survey trips to community facilities, and developing the curriculum.

"Delta College Offers Self-Help Program to Community Adults," *Audiovisual Instruction*, Vol. 8, No. 8 (October, 1963), p. 589.

Delta, a two-year college in Michigan, offers a variety of programed courses to adults on a rental basis. Course offerings and other details of the program are discussed briefly.

Earnshaw, Helen. "Starting a Two-Year Curriculum for Library Assistants," *Junior College Journal*, XXXVI (October, 1965), pp. 22-23.

The development of a new curriculum presents many problems in program planning and obtaining the needed staff.

Edinger, Oscar H., Jr. and Bell, Max D. "Observations on Opportunity," *Junior College Journal*, XXXIII (January, 1963), pp. 4-6.

It is the contention of the author that by providing meaningful opportunities for the technical vocational students, and for adults seeking educational upgrading or enrichment, we are making a major contribution to society.

Ehrlich, Robert S. "How Do We Approach the Humanities?" *Junior College Journal*, XXXIII (November, 1962), pp. 163-166.

A discussion of a method of teaching the humanities that the author calls *Functional* which emphasizes the student's needs and desires.

Eldersveld, Martin A. "Honors in the Junior College," *Junior College Journal*, XXXII (November, 1961), pp. 154-158.

Here are the aims and objectives, the selection process, and the administrative procedures of the Honors Program at Grand Rapids Junior College.

Eldridge, Donald A. "Instructional Aids," (Recorder's Summaries of Workshops on Instructional Aids). *Junior College Journal*, XXXII (May, 1962), pp. 535-537.

Here is a brief discussion of the theory behind programed learning and some answers to questions about its use in junior college.

Eldridge, Donald A. "New Dimensions for the Two-Year College," *Junior College Journal*, XXXVIII, No. 1 (September, 1967), pp. 10-12.

As the cultural level in this country rises, the two-year colleges can give new importance to the fine and performing arts and creativity. A six-point program is outlined to meet the critical staffing problems.

Flanter, Alfred. "Wanted: Flexible Curriculums to Stimulate Students," *Junior College Journal*, XXXII (April, 1962), pp. 463-466.

The rationale for developing a flexible curriculum is presented, followed by a list of eight guide-posts for judging the effectiveness of a program.

Fraden, Jules and Minkler, Roy. "Testing a Career in Elementary Education," *Junior College Journal*, XXXIV (May, 1964), pp. 19-21.

To test career decisions, a California junior college sends students who want to be teachers into elementary schools five hours a week during the freshman year.

Gambill, George W. "A Survey of Marriage Education in Twenty-Nine Junior Colleges," *Junior College Journal*, XXXII (October, 1961), pp. 97-99.

This is the report of a study made during the summer of 1959 of twenty-nine junior colleges for the purpose of determining the existence and influence of marriage education courses at these schools.

Garrison, Roger H. "---Why Educate Women?" *Junior College Journal*, XXXIII (April, 1963), pp. 24-26.

It is the author's opinion that woman should be educated for "three lives": (1) she must grow up to be a woman; (2) she must be educated for her years as a wife and mother; and (3) education for those many years when the children are all in school.

Gast, David K. and Barnes, John B. "A Survey of Facts and Attitudes Concerning Junior College Offerings in Education in Eighty-Three Western Junior Colleges, January, 1962," *The Journal of Teacher Education*, Vol. XIV, No. 4 (December, 1963), pp. 391-398.

This study was done to determine the extent of course offerings in professional education in eighty-three junior colleges and to determine the opinions of chief administrators as to whether education courses should be offered in junior colleges.

Gleazer, Edmund J., Jr. "AAJC Approach," *Junior College Journal*, XXXIV (September, 1963), pp. 4-5.

The junior colleges are being called upon to assume a major role in meeting the great need for qualified manpower at the technician level. This article discusses eight significant junior college programs in technical education.

Gleazer, Edmund J., Jr. "AAJC Approach: A Partnership in Occupational Education," *Junior College Journal*, XXXV (February, 1965), pp. 4-5.

It is the author's thesis that effective continuing communication must be established among those agencies and organizations concerned with post-secondary occupational education.

Glenn, Mrs. M. L. "The Improvement of Reading at the Community College Level," *Journal of Developmental Reading*, Vol. VII, No. 4 (Summer, 1964), pp. 318-321.

Mrs. Glenn describes a one-hour credit course called Techniques of Effective Reading offered at the Community and Technical College at the University of Toledo. She feels that many academic problems result from limited reading ability.

Gorton, Rex. "Developing Cooperative Relationships Between the Junior College and Its Business Community," *Junior College Journal*, XXXI (October, 1960), pp. 65-69.

The author attempts to identify practices designed to establish active relationships between school and community; to report activities used in business education programs for the purpose of establishing co-operative relationships; and to establish criteria to use in appraising the relationships between junior college business education programs and organized business groups.

Gorton, Rex. "Developing Cooperative Relationships Between the Junior College and Its Business Community," *Junior College Journal*, XXXI (November, 1960), pp. 144-150.

Thirty criteria are proposed to establish effective co-operative relationships between junior college business education programs and organized community business groups. These criteria were rated by educators and businessmen from "essential" to "of no importance."

Gothberg, John A. "Junior College Journalism Meets an Urgent Need," *Junior College Journal*, XXXI (November, 1960), pp. 140-143.

Gothberg believes that a journalism curriculum is an important college offering and that junior colleges should include courses in this area. He lists the advantages of providing guided training in this area and expresses the view that junior college journalism programs *can* help meet the increasing demand for well-trained journalists.

Gross, Richard E. and Maynard, David M. "Junior College Social Science Offerings Reflect Curricular Problems," *Junior College Journal*, XXXIII (December, 1962), pp. 210-215.

The analysis reported in this article provides an indication of what is being taught in junior colleges during this time period in certain specific social sciences, and reveals some of the historical and political emphases in these programs.

Guderman, Simeon L. "The Social Sciences in Two-Year Colleges," *School and Society*, Vol. 91, No. 2226 (April 20, 1963), p. 200.

A special conference concerned with the social sciences and teacher recruitment in junior colleges was held at Yishwa University in New York City. It dealt with the necessity of special training for faculty in two-year colleges and standards of instruction.

Harlacher, Ervin L. "Physical Education Facilities for a Junior College," *Journal of Health, Physical Education and Recreation*, Vol. 34, No. 2 (February, 1963), pp. 22-23.

Pictures and diagrams of some of the athletic facilities at Foothill College in Los Altos Hills, California, are presented. Listings are given of the full facilities available and athletic programs offered.

Harris, Norman C. "A Special Role in Engineering Education," *Junior College Journal*, XXXIII (April, 1963), pp. 8-12.

This article deals with the problems of selection, recruitment, and guidance as important phases in training technicians.

Harris, Norman C. "Community College Technical Education," *North Central Association Quarterly*, Vol. 36, No. 4 (Spring, 1962), pp. 328-339.

Characteristics of community college technical education programs are discussed. The text is discussed in three parts: (a) the need for technical education; (b) educational programs for groups of technical occupations; and (c) the schools which are involved in providing technical and vocational education.

Harris, Norman C. "Major Issues in Junior College Technical Education," *Educational Record*, Vol. 45, No. 2 (Spring, 1964), pp. 128-138.

Harris discusses the need for colleges to accept occupational education as a respectable role. He sees the community junior college as the best potential for such education for a variety of reasons, including its availability to students and feeder high schools.

Hartman, Jane E. and Brown, Jean G. "Pine Manor Adds Miniature Trapshooting," *Junior College Journal*, XXXVII (March, 1967), p. 66.

Pine Manor Junior College, a woman's college, has added trapshooting to its physical education program.

Heimler, Charles H. "Chemistry in the Junior College Two-Year Nursing Program," *Junior College Journal*, XXXI (March, 1961), pp. 396-398.

The author's theses is that chemistry should be offered in a two-year nursing program and he proceeds to justify it by a discussion of its organization, curriculum, and laboratory experience.

Henderson, Frederick R. "Junior College Engineering Programs," *Junior College Journal*, XXXI (October, 1960), pp. 94-97.

Clearly, the trend in professional engineering education is toward an increased emphasis on "science" at the expense of "art" and the technician is taking over many of the functions formerly performed by engineers. Implications of this trend for the junior college and the technical institution are defined by Henderson.

Hill, Harold P. "The Music Appreciation Dilemma," *Junior College Journal*, XXXI (March, 1961), pp. 378-380.

Presented here is a brief discussion of the substitutions of qualitative for quantitative analysis, and the familiar for the historical approach of the music appreciation question in higher education.

Hill, Merle W. "We Should Do More in International Education," *Junior College Journal*, XXXVIII, No. 2 (October, 1967), pp. 15-19.

Report of data obtained from a questionnaire sent to all two-year colleges. Tabulations of foreign languages taught, non-western courses, foreign study tours, foreign students enrolled, and number of exchange teachers.

Howard, Milton E. "Medical Secretary--Secretary, Technician, Both?" *Junior College Journal*, XXXV (February, 1965), pp. 15-17.

The results of Green Mountain (Vermont) College's medical secretarial program seem to support the idea that on-the-job training can increase the student's confidence and her competence.

Hull, Barbara J. "Building the Junior College Program in Forensics," *Junior College Journal*, XXXI (November, 1960), pp. 156-160.

The forensic program at St. Petersburg Junior College is used by the writer as a focal point for a discussion of the organization and administration of speech activity at the junior college level.

"It Doesn't *Have* to be a Regular Four-Year College," *Changing Times*, Vol. 15, No. 7 (July, 1961), pp. 36-39.

This introductory report gives very basic information about junior colleges, technical institutes, and vocational schools. Written specifically for high school students who are thinking about post-high school education, specific addresses and hints are presented.

Jarvie, Lawrence L., Editor. "The Two-Year College," *Journal of Higher Education*, Vol. 34, No. 1 (January, 1963), pp. 51-53.

Many aspects of the junior college are discussed briefly: the promise of opening up new vistas of technical education, preparing new citizens for the future, benefits of the junior college, impressive increases in construction and enrollment, the structure of the junior college as it varies in different states, and development of the two-year college.

Kelley, Tedd D. "Mount Vernon Offers a Summer in Washington," Junior College Journal, XXXVI (October, 1965), p. 21.

A program was designed to offer the advantages of academic study in American government with the opportunity to become acquainted with public officials.

Kelly, M. Frances. "Finding the Community in Community College," Junior College Journal, XXXVII (November, 1966), pp. 26-27.

Description of a Niagara County Community College elective course, called "Community Studies," which examines the concept of the community and its multitude of problems.

Kinsinger, Robert E. "Stretching Instructional Talent," Junior College Journal, XXXV (October, 1964), pp. 22-25.

Recent efforts to make more effective use of scarce instructional talent by closed circuit television for clinical teaching, have important implications for community colleges faced with expanding enrollments without a commensurate rise in the availability of faculty.

Koch, Moses S. and Woolley, Priscilla M. "An Opportunity for Community Colleges," Junior College Journal, XXXVI (October, 1965), pp. 26-29.

Programs can be provided which train local leaders in community improvement and which ready undereducated students with college ability for freshman courses.

Koch, Moses and Woolley, Priscilla M. "Established: A Curriculum to Train Urban Professional Assistants," Junior College Journal, XXXVIII, No. 2 (October, 1967), pp. 20-24.

Review of the development and report on the present status of the program to train urban professional assistants at Essex Community College and Baltimore Junior College.

Knopf, Arthur C. "Riverside's Program for the Deaf," Junior College Journal, XXXVIII, No. 2 (October, 1967), pp. 44-46.

Description of accomplishments and problems of a special program for the deaf at Riverside City College.

Kurtz, Margaret. "Technical Secretaries," Junior College Journal, XXXIII (May, 1963), pp. 25-26.

The author believes that junior colleges can contribute to a solution of the critical shortage of expert scientific personnel by providing quality instruction and facilities for training technical secretaries to release top level scientific personnel.

Light, Israel. "Training for Health Occupations," Junior College Journal, XXXIII (March, 1963), pp. 16-21.

It is the author's view that not enough two-year curriculums in the health oriented occupations are offered in the nation's junior colleges.

Lombardi, John. "Occupational Education in California Junior Colleges," Educational Record, Vol. 45, No. 2 (Spring, 1964), pp. 142-147.

Criticisms of occupational education in the junior college and deterrents to its development lead to a discussion of the role junior colleges can play in upgrading occupational programs. Lombardi sees the elevation of the status of occupational courses to that of academic courses as the basis of solution.

Lotz, John F. "The Junior College Means Business," Journal of Business Education, XXXX, No. 3 (December, 1964), pp. 129-130.

Business courses in public junior colleges were studied. Courses offered and terminal business programs are summarized in chart form. One general observation mentioned that the three objectives of community education, transfer education, and terminal programs are all fulfilled by the variety of Business offerings.

MacFarlane, Ruth. "Our Community is Our Classroom," Junior College Journal, XXXIV (April, 1964), pp. 8-11.

This article provides an analysis of one community college's utilization of community volunteer work which is done in lieu of the outside reading required of social science students.

Macy, John W., Jr. "We Want Junior Federal Assistants," Junior College Journal, XXXVII (February, 1967), pp. 7-10.

The U.S. Civil Service Commission has created a new position in federal career service that has been tailored for the junior college graduate. First tests will be given in March, 1967 and entry level will be a GS-4.

Majella, Mother M. "Enriched Program for Liberal Arts Students," Junior College Journal, XXXIII (October, 1962), pp. 100-108.

This is a detailed description of the enriched program offered at Marymount College of Virginia, a program that is designed to meet the needs of the average as well as the above average student. Also included are some case histories.

Merson, Thomas B. "The Crisis in Accreditation," Junior College Journal, XXXV (February, 1965), pp. 6-8.

The problem of specialized accreditation for associate degree nursing programs has brought into sharp focus a larger question. The question that junior community colleges must answer is: How can these colleges gain acceptable recognition of new and varied programs which society is urging them to provide?

Mikalson, Roy J. "Reader-Aids: A Means to Many Ends," Junior College Journal, XXXIII (December, 1962), pp. 216-220.

The utilization of "reader-aids" by English instructors has resulted in several benefits for the student. The student gets more writing experience, gets corrected papers back promptly, receives two separate criticisms of his work, learns to write for a more general audience, and has the opportunity for more individual conferences with his instructor.

Monaco, Lawrence H. "Teaching Biology in the Junior College," American Biology Teacher, Vol. 27, No. 1 (January, 1965), pp. 30-32.

Developments in science and technology have led to a "New Biology." The author deals with the role taken by Dutchess Community College, Poughkeepsie, New York, in teaching biology and the related sciences to junior college students. Curriculum, equipment, facilities, and staff are treated as they exist and as they look toward the future.

Moore, Carlos. "The Image of the Junior College," Junior College Journal, XXXIII (December, 1962), pp. 195-197.

A brief report of some of the common misconceptions held about the junior college by prospective students is included.

Morrisey, John A. "Trends in Electrical Engineering Technology Education in Technical Institutes," Junior College Journal, XXXIII (October, 1962), pp. 96-99.

Morrisey contends that the technical institute today occupies the position held only recently by the engineering college. He supports this by citing the longer, more comprehensive programs offered by our technical schools.

Murphy, John L. "Surveying Technology at Central Florida," Junior College Journal, XXXVI (February, 1966), pp. 34-37.

A technical curriculum should provide the proper balance between liberal arts courses and technically related courses.

Nadeau, John. "Ambulance, Rescue Corpsmen Train at Dutchess," Junior College Journal, XXXVII (December, 1966--January, 1967), p. 44.

Dutchess Community College in Poughkeepsie, New York, has organized a series of special training sessions for skilled ambulance and rescue corpsmen.

Nardelli, Walter. "The Future of the Junior College in Business Administration," Junior College Journal, XXXI (October, 1960), pp. 85-87.

This writer reports that the impact of data processing on the curriculum of business education in higher education will be far reaching in a short period of time. Because the junior college is flexible and can incorporate this new concept of educational learning in conjunction with the efficacy and potentiality of data processing machines, this two-year institution will be capable of producing students with ability comparable to those in a four-year college.

Nelson, Helge G. "Overcoming Reading Deficiencies at the Community College Level," Journal of Developmental Reading, VI, No. 4 (Summer, 1963), pp. 238-242.

A remedial reading course at New York City Community College was developed to bring students up to a level where they could enter the college's degree program. The materials used and the results as charted reveal the success of the program.

Novak, Robert. "Language Laboratories," (Recorder's Summaries of Workshops on Instructional Aids). Junior College Journal, XXXII (May, 1962), pp. 541-542.

This is a discussion of some criteria for the selection of language laboratory equipment.

Novak, Robert T. "Women's Day at the Community College," Junior College Journal, XXXVI (May, 1966), pp. 34-35.

A conference was held to design a curriculum intended specifically to aid the fairer sex in vocational adjustment.

Ostness, Carol. "The Junior College and Future Office Worker," *Journal of Business Education*, XXXIX, No. 2 (November, 1963), pp. 57-58.

A questionnaire survey of 100 junior colleges in 48 states was made to determine the effect of automation on secretarial and clerical programs. Although there were a wide variety of responses, it was quite evident that a stress on basic skills is still advocated by business education teachers in junior colleges. A variety of methods and machines useful in such programs is offered.

Pachuki, Chester, "Chicago's New Prosthetics Program," *Junior College Journal*, XXXVI (November, 1965), pp. 14-15.

Cooperation between a community college and a university can permit a needed curriculum which otherwise would not be possible.

Perritt, Roscoe. "Curriculum Articulation Problems of Business Administration Majors in the Public Colleges of Georgia." Ph.D., The Ohio State University, 1965.

It was concluded that, to varying degrees, articulation problems stem from a lack of curriculum uniformity, terminal offerings, inadequate guidance programs, inadequate student planning, non-uniform admissions policies, rigid degree requirements, ineffective communications, and superior attitude reflected by the senior college. Specific recommendations are suggested as partial remedies to articulation problems.

Phillips, Mrs. Peggy. "Preparation for Life at Christian College," *Junior College Journal*, XXXIII (January, 1963), pp. 13-15.

Christian College in Columbia, Missouri, has put renewed emphasis on "inner space" with a specially devised program geared to contemporary age needs but having an intellectual quality which is timeless.

Price, Wilson T. and Barnett, Raymond A. "Beginning Computer Education," *Junior College Journal*, XXXIV (September, 1963), pp. 19-23.

An extensive survey is presented of junior colleges that are offering training in computer technology.

Rapp, Marvin A. "Liberal Arts and General Education," *Junior College Journal*, XXXVI (May, 1966), pp. 24-28.

General education curricula may change, but liberal arts continue to meet the needs of society.

Rapp, Marvin A. "New Frontiers in Curriculum for Community Colleges," *Junior College Journal*, XXXII (October, 1961), pp. 65-71.

This is the text of a speech presented at the Metropolitan Regional Conference at the Fashion Institute of Technology in which Rapp relates the various aspects of selection, organization, and implementation of the curriculum for community colleges.

Reynolds, James W. "Junior College Music Programs," *Junior College Journal*, XXXI (September, 1960), pp. 1-2.

Reynolds discusses the position of music in the junior college program and its responsibility to the non-performer, non-major as well as the music major.

Reynolds, Michael J. "Let's Diversify Technical Education," *Junior College Journal*, XXXV (April, 1965), pp. 11-15.

This article provides some proposals for engineering technician education to take advantage of three neglected manpower resources: women, those who have not prepared for a college technical program, and those who are oriented toward a four-year degree by social pressure.

Richardson, R. C. and Elsner, P. A. "General Education for the Disadvantaged," Junior College Journal, XXXVI (December, 1965), pp. 18-21.

Forest Park Community College in St. Louis is experimenting with a special curriculum for educationally disadvantaged students as a result of their open-door admission policy.

Riggs, Roderick D. "Nuclear Reactor Technology at Jackson Junior College," Junior College Journal, XXXIII (November, 1962), pp. 177-179.

This article tells the story behind the development of a unique experiment in the training of nuclear reactor operating and supervisory personnel.

Roberts, John L. "A Plan to Abandon Teaching Facts," Junior College Journal, XXXV (March, 1965), p. 23.

A recent experience with an electronic teaching device at Bradford Junior College suggests we may be able to abandon the teaching of facts and the demonstration of scientific equipment during lecture and laboratory time.

Rollins, Charles E. and Appleson, Wallace B. "Accent on a Cultural Commitment," Junior College Journal, XXXVIII, No. 2 (October, 1967), pp. 30-31.

Development of a theater arts program at Bucks County Community College (Pa.).

Ryan, William T. "Launching a Successful Short Course," Junior College Journal, XXXIII (November, 1962), pp. 141-145.

The author offers the following considerations as key areas for the successful launching of a "short course": naming the course; structure of the course; presentation; the meeting place; sponsorship; assessing fees; preparing a brochure; rewarding participants; and factors of motivation.

Sandall, Roland M. "The Besser Technical School," American School Board Journal, Vol. 148, No. 3 (March, 1964), pp. 25-27.

The structure and course offerings of the Besser Technical School, a part of Alpena Community College in Michigan, are provided in this article. The role of the technician and the rising need throughout the country are discussed.

Scannel, William J. "What Do Teachers Think About English in the Two-Year College?" Junior College Journal, XXXVII (September, 1966), pp. 24-29.

Seven regional conferences of teachers examine the teaching of English in two-year colleges and agree upon six major areas requiring additional research and action.

Schenz, Robert F. "What is Done for Low Ability Students?" Junior College Journal, XXXIV (May, 1964), pp. 22-27.

This article reports on a recent national study of junior college courses and curriculums. The focus is upon instruction for the "low-ability" student.

Seay, Maurice R. "Grants for Technical Education," *Junior College Journal*, XXXIV (March, 1964), pp. 9-12.

A Kellogg Foundation grant of one million dollars to junior colleges so that semi-professional and technical programs may be extended is announced in this article along with seven compelling reasons why junior colleges appear to be the logical choice for technical training.

Sheldon, Charles H. "A Junior College Mock Political Experience," *Junior College Journal*, XXXII (January, 1962), pp. 264-267.

The structure, purposes, and evaluation of a mock political experience conducted at Boise Junior College become the focus of attention in this writing.

Skaggs, Kenneth G., *et al.* "AAJC's Occupational Education Project," *Junior College Journal*, XXXVII (March, 1967), pp. 23-25.

This article expands and clarifies project goals and forecasts future activities of the AAJC's "Occupational Education Project."

Steiner, George J., editor. "Junior College to Offer Nurses' Training," *Chicago Schools Journal*, XLV, No. 4 (January, 1964), pp. 186-187.

A grant from the Kellogg Foundation has established a two-year associate degree program in nursing education at a branch of the Chicago City Junior College. Graduates of the program will be prepared for positions as general bedside hospital nurses.

Stewart, George. "In Data Processing," *Junior College Journal*, XXXIV (October, 1963), p. 32.

Written by an IBM customer engineering manager, this article presents his highly favorable experience with junior college graduates in the data processing industry.

Stinchcomb, James D. "Impact of the Junior College on Law Enforcement Education," *Junior College Journal*, XXXVII (March, 1967), pp. 44-46.

This article describes how professionalization in Law Enforcement is and can be facilitated by the proximity of a community-oriented junior college using the example of the police science program in St. Petersburg Junior College.

Stoltenberg, Louise. "Can Values be Taught?" *Junior College Journal*, XXXIV XXXIV (October, 1963), pp. 24-28.

A California group has begun investigating the problems involved in attempting to teach values. The difficulties encountered by this group in their investigation of the problem are listed and discussed.

Strietelmeier, Jack Edwin. "A Study to Determine the Need for a Two-Year Post-High School Retailing Program in Ohio." M.A., The Ohio State University, 1962.

Personnel administrators in 42 Ohio retail stores were interviewed in this study in order to assess the need and determine the advantages of a two-year post-high school program designed to prepare men and women for mid-management in retail stores. Responses to eight questions are presented along with information relevant to planning and supporting a program of this type.

Sugarman, Robert. "Drama in the Small Two-Year College," *Junior College Journal*, XXXVI (December, 1965), pp. 22-24.

Drama programs in small colleges should be scaled to appropriate size. There is no need for the annual drama that disrupts other activities.

Sullens, Zay Rusk. "Personal Reading in the Curriculum," *Junior College Journal*, XXXVI (December, 1965), p. 37.

Stephens College encourages students to choose and read from the masterpieces of world literature.

Sweeney, Ben and Transeth, Clifford A. "Extending the Day for Education at San Jose City College," *California Education*, II, No. 7 (March, 1965), pp. 21-22.

San Jose City College has instituted a program known as "Extended Day" so that the evening program is no longer a stepchild of the regular day division. The program attempts to duplicate regular day classes whenever possible and leads to an Associate in Arts degree.

Swets, Marinus. "A Second Look," *Junior College Journal*, XXXVII (March, 1967), pp. 72-74.

This article takes a look at the honors program in junior colleges and attempts to answer the question of whether the right students are in the program.

Swets, Marinus M. "Instruction in a Junior College Freshman English Honors Class," *Junior College Journal*, XXXII (April, 1962), pp. 448-453.

A careful analysis of an honors class in freshman English at Grand Rapids Junior College is given, and certain tentative conclusions are drawn about its success.

"Technical-Vocational Education and the Community College," Proceedings of the 13th Annual Legislative Work Conference of the Southern Regional Educational Board. Williamsburg, Virginia, 1964.

The proceedings of this three-day conference include sections on: alternative patterns for post secondary technical-vocational education; technical-vocational education within the community college; academic, community service and other aspects of the community college; location of new community colleges; and organizing and financing community junior colleges.

"The Two-Year College for Women. A Challenge Met," *New York Times*, Section 12, March 7, 1965.

This supplement presents the many facets of the two-year private college for women. A discussion of the type of students and faculty drawn to these schools and the curriculum offered is followed by a picture and brief statement concerning each of the twenty-four participating institutions.

Wilcox, Edward T. "The New Curriculum," *Junior College Journal*, XXXIII February, 1963), pp. 16-18.

According to the author, the curriculum is in a state of transition: shifts of focus, new lines of attack, and new fields are developing so rapidly that the only element that properly characterizes a "new curriculum" in higher education today is its fluidity.

Wilkinson, Rachel D. "Discovery in the Bronx," Junior College Journal, XXXVI (February, 1966), pp. 16-18.

The College Discovery Program at Bronx Community College shows what community colleges can do for disadvantaged youth with college ability.

Wilson, Bruce J. and Van Dusen, Raymond C. "Democratic Course Planning for the Junior College," Junior College Journal, XXXIII (November, 1962), pp. 159-160.

It is the purpose of this article to show what can be done in arriving at a degree of consistency in course work within an institution, and to point out the advantages of democratic planning.

Young, Raymond J. "Crucial Times for North Central Area Junior College Development," North Central Association Quarterly, Vol. 36, No. 4 (Spring, 1962), pp. 323-327.

A brief history of the junior colleges in the North Central area and the various functions of these institutions is presented first, and is followed by a detailed discussion of the various occupational and technical programs of all the junior colleges in this section of the country. Changes in standards and how these affect the two-year colleges are the final focal points.

Instruction, Media, and Methodology

Badaracco, Jack. "Notes on a Rat Race," Junior College Journal, XXXVI (November, 1965), pp. 24-25.

A laboratory in experimental psychology can become interesting to an entire community.

Bard, Harry. "Teaching at the Junior College Level: Some Guideposts for the Improvement of Instruction," Junior College Journal, XXXII (April, 1962), pp. 437-440.

Bard deals with improving junior college teaching through its objectives, curriculum, content, planning, instruction and instructor, and materials.

Berkman, Dave. "You Can Afford TV," Junior College Journal, XXXVIII, No. 4 (December, 1967--January, 1968), pp. 24-26.

How Kingsborough Community College (New York City) produced and packaged a TV series with no TV equipment and a little expense is presented.

Bonin, Adelyn S. "A Language Laboratory Approach to Teaching English to the Foreign Student," Junior College Journal, XXXI (October, 1960), pp. 104-106.

The junior college has a responsibility to present an efficient and quick road to English learning for foreign born students. He presents an evaluation of methods of teaching English to foreign students and application of the language laboratory to this specialized teaching problem.

Brickman, William W. "Excellence in Junior College," School and Society, XCI, No. 2230 (October 19, 1963), pp. 297.

Brickman's editorial stresses standards of excellence in scholarship,

but not spectacles such as marching bands and drill teams. He writes in opposition to an article in the Junior College Journal describing the excellence a junior college achieved in various performances of marching and gymnastic skills.

Brooks, Sheilagh Thompson and Brooks, Richard H. "Handicapped Students and the California Two-Year College," Junior College Journal, XXXIII (September, 1962), pp. 50-56.

This is a summary of data obtained from a survey of the various methods employed in teaching handicapped junior college students in the state of California.

Brown, W. E. and Adams, O. B. "A Design for Independent Study," Junior College Journal, XXXVI (May, 1966), pp. 29-31.

A unique independent study design utilizing group procedures is suggested for a course in American government.

Chance, Clayton W. "Teaching Descriptive Geometry with Colored Transparencies," Junior College Journal, XXXI (March, 1961), pp. 381-386.

The teaching of geometry with colored transparencies is explained by focusing on objectives, methodology, and concluding with various recommendations made as a result of research.

Chance, Clayton W. "Teaching Descriptive Geometry with Colored Transparencies," Junior College Journal, XXXI (April, 1961), pp. 465-469.

This is a follow-up article on the subject of transparencies in teaching geometry. This article is a tabulation and time sequence breakdown of the production and cost analysis of these colored transparencies.

Chapman, Charles E. "Resharpening the Tools of Instruction," Junior College Journal, XXXVII (October, 1966), pp. 34-37.

Junior College personnel must change their attitudes toward new ideas and methods if junior college teaching is to be effective.

Cohen, Arthur M. "Developing Specialists in Learning," Junior College Journal, XXXVII (September, 1966), pp. 21-23.

Junior College instructors cannot model their practices and methods after either the secondary schools or the universities, but must develop an approach to teaching more appropriate to the two-year college.

Collins, John J. "An Experiment in the Use of Teaching Machines," Junior College Journal, XXXIII (October, 1962), pp. 73-77.

Collins reports the results of an experiment at Bakersfield College with programed learning in an electricity-electronics course. In addition to results, the author discusses the students' attitudes toward machine teaching and recommendations are made.

Collins, Charles C. "A Point of View on Grading Standards," Junior College Journal, XXXV (April, 1965), pp. 21-23.

The author boldly challenges the fiction that a high attrition rate reflects high standards on the part of the instructor or collectively of a college.

Collins, Charles C. "Grading in the Junior College," Junior College Journal, XXXVI (December, 1965), pp. 33-36.

Grading policies and practices cannot be separated from the philosophy in the junior college.

Doyle, William T. "Teaching with Buzz Groups," Junior College Journal, XXXV (February, 1965), pp. 12-14.

The search for new teaching techniques is encouraged by many educational theorists who believe that changes in traditional college methods are long overdue. Classroom instructors looking for fresh ideas may find these experimental techniques of some practical use.

"Fast Climb at Foothill," Time, Vol. 79, No. 13 (March 30, 1962), p. 56.

The accomplishments of Foothill Community College, Los Altos, California, and those of its President, Calvin C. Flint, are reviewed. Unlike other junior colleges, students with C or lower averages in high school are placed on probation; the drop out rate is forty per cent. Because of stress on individual counseling, small teaching loads, and small classes, President Flint, in the fall of 1963, could choose from some six thousand applicants (ten per cent with Ph.D.'s) to fill forty-two teaching positions.

Fredenburgh, Franz A. "Innovating Instruction Through Team Teaching," Junior College Journal, XXXVII (October, 1966), pp. 12-18.

The growth of junior colleges has created a problem of how best to teach. This article discusses problems of different methods and supports the idea of team teaching in the junior college.

Garrison, Roger H. "Effective Administration for Superior Teaching," Junior College Journal, XXXII (May, 1962), pp. 517-525.

In this article Garrison identifies the major activity of a good teacher and contrasts it with that of an ineffective teacher.

Garrison, Roger H. "Teaching as Counseling," Junior College Journal, XXXIV (October, 1963), pp. 12-15.

From this author's point of view, counseling, i.e., "Those person-to-person situations in which one human being is in a position to benefit from, or be influenced by, the experience or wisdom of another" is an integral part of each teacher's role. The limitations of this role definition are discussed.

Garrison, Roger H. "Reality and Illusion in Teaching," Junior College Journal, XXXIV (February, 1964), pp. 15-19.

Presented here is a point of view on teaching which conceives of learning as a genuine involvement in a discipline by both teacher and student.

Garrison, Roger H. "Professionals at Work," Junior College Journal, XXXV (September, 1964), pp. 13-16.

The AAJC Commission on Instruction (middle Atlantic states) held their second annual conference on the nature and demands of two-year college teaching.

Garrison, Roger H. "Leading the Collegiate Horses to Water," Junior College Journal, XXXVI (November, 1965), pp. 26-28.

Students should not be coerced into accepting a value system which may not be suitable for them.

Hatch, Winslow. "Research in Class Size in Relationship to Effective Teaching," Junior College Journal, XXXII (September, 1961), pp. 21-27.

Elements of this research in class size and teaching effectiveness are identified and analyzed with working hypotheses formed. Hatch also relates the implications for junior colleges.

Hood, Dorothy M. "Using Grammar to Aid Better Mental Health," Junior College Journal, XXXI (April, 1961), pp. 453-455.

Hood relates the implications for the grammarian of the problem of pupil drop outs in junior colleges.

Horton, Robert E. "Improving Scholastic Standards at a Community College," Junior College Journal, XXXI (December, 1960), pp. 214-220.

Horton presents a program for improving scholastic standards in the community college. This program may be characterized as one in which the administration provides leadership and planning and acts as a service agency for the faculty while the faculty is actively involved in solving the problem.

Hunt, Mary R. "A Remarkable Instrument for Learning," Junior College Journal, XXXVI (December, 1965), pp. 9-11.

Planned experiences in the world of work can provide a plus element in a junior college education.

Johnson, B. Lamar. "Islands of Innovation," Junior College Journal, XXXIV (February, 1964), pp. 9-14.

This article reports a number of practices which give some indication of what we may anticipate in junior colleges as, through necessity, they give increasing attention to improving the processes and organization of teaching.

Johnson, B. Lamar, editor. "New Directions for Instruction in the Junior College." Occasional Report No. 7, Junior College Leadership Program. Los Angeles, California School of Education, University of California (March, 1965), 132pp.

This booklet is a collection of reports given at the National Conference on New Directions for Instruction in the Junior College, in 1964. The contents are in four sections: New Directions, Case Studies, Programed Instruction, and Television in Instruction.

Kamrath, W. A. "Julius Sumner Milner--Telly-Guru," Junior College Journal, XXXVI (February, 1966), pp. 13-15.

The telly-guru or teacher of special talents combines humanism with his lectures on physics.

Keppel, Francis. "Standards of Excellence," Junior College Journal, XXXIV (September, 1963), pp. 8-11.

Keppel discusses standards of excellence from the following points of view: the community, other levels of education, the faculty, the junior college, and the students--"whose success after all is the true measure of excellence needed in our complex and challenging society."

Lefevre, Helen. "Materials for Teaching Remedial Reading in College," Junior College Journal, XXXI (November, 1960), pp. 151-155.

After briefly discussing the need for teaching remedial reading in college and the wide range of reading abilities found among high school graduates, the author lists many instructional materials which may prove useful to the college teacher of remedial reading.

Loughlin, Richard L. "The Joy of Faith," Junior College Journal, XXXII (February, 1962), pp. 345-351.

Explored in this article are the author's methods for training youth to seek and speak the truth. He discusses principles of research, techniques of critical thinking, and English language arts.

McCall, Roy C. "Values Emphasis Week at College of the Desert," Junior College Journal, XXXIV (October, 1963), pp. 29-30.

This article describes one junior college's successful involvement of students in the consideration of moral and spiritual values.

McKowen, Clark. "Teachers Should be Unprepared," Junior College Journal, XXXVI (May, 1966), pp. 36-39.

By the discovery of truth being a joint process between teacher and student, the teacher does not provide prepared answers.

Mains, Mary F. and Collins, Charles C. "The Developmental Reading Course and Junior College Objectives," Junior College Journal, XXXI (November, 1960), pp. 123-129.

Many students fail to reap fully the benefits of college because of reading deficiencies. In an attempt to rectify this situation, Coalinga College in California instituted a remedial program in 1958-59. These authors discuss this program through method of approach and evaluation. This study gives some encouragement to the value of remediation for the poorly prepared high school graduate.

Marcus, Jane Connor. "New Campus for Pine Manor," Junior College Journal, XXXVI (September, 1965), pp. 30-31.

A combination of the new and the old has made Pine Manor Community College a delightful place to attend college and to learn.

Morrison, Archie M. "Santa Monica Performs for the Nation," Junior College Journal, XXXIII (April, 1963), pp. 13-15.

The marching band and drill team of the Santa Monica Junior College performed on TV at the National Football League Pro-Bowl in the Los Angeles Coliseum. It is thought by the writer that students do want such opportunities to strive for quality and excellence of performance.

Peterson, Basil H. "An Experiment in Large Class Instruction," Junior College Journal, XXXI (October, 1960), pp. 74-77.

There is a need for some junior colleges to handle successfully large classes. The author describes the method of planning, implementing, and evaluating an experimental class in United States history at Orange Coast College in California.

Pyle, Gordon B. "Strengthening the Junior College Teaching Profession," Junior College Journal, XXXII (May, 1962), pp. 526-533.

The text of this Speech, presented at the 42nd AAJC Convention, points up the need for change in the pace and posture of junior college instruction and explains ways of how to accomplish this.

Rapp, Marvin A. "Making Teaching More Effective," Improving College and University Teaching, Vol. 9, No. 4 (Autumn, 1961), pp. 163-165.

This article is a report on how all of the units in the State University of New York were able to coordinate a program to improve the various community colleges. The premise for this program is that "superior teaching should be a hallmark of community or junior colleges," and that, no matter how effective the teaching may be, it can always be improved.

Reyes, Raul. "Other Experiments with English Composition," Junior College Journal, XXXVIII, No. 1 (September, 1967), pp. 34-36.

Description of a different approach to the teaching of English composition. The plan utilizes one weekly taped lecture at the language laboratory and bi-weekly workshop/class session culminating in a single paper at the end of the course.

Rollins, Charles E. "A Laboratory of Knowledge," Junior College Journal, XXXI (February, 1961), pp. 331-332.

An experiment was conducted at York Junior College aimed at delegating more student responsibility in the educational process; a seminar was the vehicle. These seminar meetings were found to be very successful.

Rubinstein, Bonnie. "Say Something in English," Junior College Journal, XXXVIII, No. 2 (October, 1967), pp. 7-12.

The author relates her experiences in teaching remedial English, with special reference to the effectiveness of the "10-Minute Writing" technique.

Schulman, Eveline D. "Baltimore's Social Interaction Program," Junior College Journal, XXXVII (December, 1966--January, 1967), pp. 34-36.

The Psychology Department of Baltimore Junior College has sponsored a "Social Interaction Program" at various mental health centers in which association with mental health patients and various therapy programs has greatly enhanced psychology students' understanding of theoretical concepts learned in the classroom.

Shaver, Robert J. "English IA and the Term Paper," Junior College Journal, XXXII (December, 1961), pp. 233-239.

The author carefully outlines the method he employs in teaching beginning junior college students to write term papers.

Silberman, Harry F. "Teaching Machines," Junior College Journal, XXXI (February, 1961), pp. 318-320.

How can technological innovations be made to increase the productivity of teachers without sacrificing individual differences among students? This author believes teaching machines may be part of the answer, and he discusses the pros and cons of this auto-instructional method.

Thornton, James W., Jr. "Standards in the Community Junior College," California Journal of Secondary Education, Vol. 35, No. 7 (November, 1960), pp. 408-414.

Thornton discusses why the community junior college should insist on highest standards of accomplishment in: diversified offerings, guidance, and excellent teaching. The open-door admission policy is carefully discussed as relating to the above.

Tickton, Sidney G. "The Experimentation Needed in Teaching Larger Numbers of Students," Junior College Journal. XXXII (September, 1961), pp. 13-20.

In relating this need for experimentation, attention is focused on audio-visual aids, modern teaching innovations, the physical plant, and curriculum.

Turano, John P. "The Active Ingredient," Junior College Journal, XXXIII (September, 1962), pp. 7-8.

The teacher is asked to get the student actively involved in the educational process so that learning will become more meaningful.

Wetzler, Wilson F. "Teaching Values in the Junior College Classroom," Junior College Journal, XXXI (April, 1961), pp. 421-426.

It is a function of the junior college professor to be concerned with values and he explains some methods that may be employed for the purpose of changing values.

Whitten, Betty. "Every Teacher a Spoilsport," Junior College Journal, XXXVI (October, 1965), pp. 24-25.

Unless every teacher considers the correct usage of English as a course objective, students will continue to be poor grammarians.

Library

Douglas, George H. "Shoreline's New Library Completed," Junior College Journal, XXXVI (March, 1966), p. 10.

The library at Shoreline Community College has been designed as an integral component of the college teaching program.

Edinger, Oscar H., Jr. "Mt. Sac's New Library," Junior College Journal, XXXV (November, 1964), pp. 30-33.

Junior college planners across the nation are placing this new facility on their "must see" lists.

Hallenbeck, Edwin G. "Library Planned for Roger Williams," Junior College Journal, XXXVI (March, 1966), p. 10.

The planned library will be characterized by innovations conducive to student learning and development.

Harvey, John F. "The Role of the Junior College Library in Classroom Instruction," Junior College Journal, XXXII (April, 1962), pp. 441-447.

Having visited twenty-eight junior college libraries, the author proceeds to describe and evaluate them. He speaks in terms of the library's role, physical facilities, staff, book collection, and budget.

Hicks, Warren B. "Center of the Campus," Junior College Journal, XXXVIII (November, 1966), pp. 38-40.

A vivid description of the theory and planning that went into the development of the Chabot College library.

Hirsch, Felix E. "Goals for the Nineteen-Sixties: The Significance of the New A.L.A. Standards for Junior College Libraries," Junior College Journal, XXXI (November, 1960), pp. 135-139.

In 1956 the Association of College and Research Libraries, a division of the American Library Association, adopted a set of standards for junior college libraries. This article contains a careful discussion of these standards with emphasis on physical facilities, personnel, and volumes. A prescriptive discussion of the future junior college library is also presented.

Hirsch, Felix E. "New Horizons for Junior College Libraries," Library Journal, Vol. 85, No. 12 (June 15, 1960), pp. 2372-2375.

Hirsch reviews the Association of College and Research Libraries' set of Standards for Junior College Libraries. Significant points discussed include the size of the collection of books, amount of seating capacity, and amount of budget needed to properly build a library. A minimum of twenty-thousand volumes is recommended for up to one thousand students, with the increase being five thousand volumes per five hundred students.

Johnson, Andrew. "An Addition for the Cumulative Records," Junior College Journal, XXXII (November, 1961), pp. 167-173.

This is a discussion of the contribution the school librarian could make to the cumulative record.

Johnson, B. Lamar. "The New Junior College Library Standards," American Library Association Bulletin, Vol. 55, No. 2 (February, 1961), pp. 155-162.

Professor Johnson presents an analysis and critique on the new Standards for Junior College Libraries, as developed by the Association of College and Research Libraries in 1960. Five areas are stressed: (a) the background leading to the Standards; (b) the organization and content; (c) the strengths and values; (d) the problems and difficulties encountered by the Standards; and (e) how can and should the Standards be used.

Kinzer, Rose W. "A Discussion of the Library Aide or Clerk: His Status and Training," Junior College Journal, XXXII (December, 1961), pp. 217-224.

The author discusses the non-professional library aide in terms of his duties, salary, and training.

Lash, Henry. "The Paperback Revolution and the Junior College," Junior College Journal, XXXI (March, 1961), pp. 402-403.

The author presents his views on the function of the junior college library in regard to paperbacks.

Lyles, Rita. "Paperback Books--a Swing Around the Country," School Management, Vol. 8, No. 6 (June, 1964), p. 60.

A brief discussion of the extensive use of paperback books at Meridian Junior College in Meridian, Mississippi, is related.

Magner, Gene. "Special Collections in the Junior Colleges," Junior College Journal, XXXI (February, 1961), pp. 345-349.

This is a compilation of special collections of library books found in a number of junior college libraries.

Melinat, Carl H. "Readers' Voice: Paperback Foundation," *Library Journal*, Vol. 87, No. 22 (December 15, 1962), pp. 4466+.

This professor in the School of Library Science at Syracuse University suggests that appointed librarians of newly established community colleges could begin a library with paperback books. This provides at least a temporary solution to the problem of forming a library collection on little notice.

Shores, Louis and Reed, Sarah. "Basic Materials for Florida Junior College Libraries," *Junior College Journal*, XXXI (October, 1960), pp. 98-99.

This is basically a compilation of bulletins which lists reference books and materials that librarians might want to maintain for student and faculty use.

Shores, Louis. "The Library Junior College," *Junior College Journal*, XXXVI (March, 1966), pp. 6-10.

As lecture periods are being subordinated to library reading, the role of the junior college library becomes more significant in fulfilling institutional objectives.

Stanger, Frank M. "Local History on Campus," *Junior College Journal*, XXXVI (September, 1965), pp. 11-13.

San Mateo Community College cooperated with a local historical association and constructed a local history museum on its campus.

Tanis, Norman E. and Jacobs, Karl J. "Strengthening the College Library," *Improving College and University Teaching*, Vol. XII, No. 2 (Spring, 1964), pp. 87-90.

The librarian and chairman of the faculty library committee at Henry Ford Community College discuss their library evaluation program. The instrument used was the A.L.A. Junior College Library Standards and a series of questions was developed for each section. The steps involved and the actual questions used are included as an aid to other junior colleges.

"20,000 'Vital' Titles Listed in Jr. College Reference Work," *Library Journal*, Vol. 88, No. 13 (July, 1963), p. 2654.

In accordance with the national standard of a minimum of 20,000 volumes for a junior college library, a list has been compiled of basic non-fiction titles as a guide for the many deficient junior college libraries. This reference provides a general discussion of the new book, its purpose, and its contents.

Wetzler, John. "Microfilm: An Answer to Your Periodical Space Problem?" *Junior College Journal*, XXXVII (October, 1966), pp. 42-44.

A survey of library practices in California junior colleges indicates that microfilm is the best answer to space problems and the deluge of periodicals.

Wheeler, Helen. "Library Instruction and the Junior College," *Junior College Journal*, XXXI (April, 1961), pp. 451-452.

Wheeler briefly discusses library orientation, library instruction, and library technology in the junior college setting.

White, Ruth W. "The Role of the Community College Library," Junior College Journal, XXXIII (October, 1962), pp. 109-111.

White sees the library serving the same purposes as the junior college: transfer function, terminal function, adult education function. She believes these can be achieved only through true cooperation between the library and the community, other institutions, and within the college itself.

VI. STUDENT BEHAVIOR AND STUDENT PERSONNEL

The initial plan for this section was to separate the references into two parts: student behavior and student personnel. Of the 40 references for this section, only about 10 fitted into this first category of student behavior, so the parts were combined.

There may be several reasons to explain the dearth of writing about student behavior, particularly that which may be identified as anti-social and leading to disciplinary consideration by college authorities. First of all, since few community colleges have residence halls, there is no large concentration of students living on campus. Second, and related to the first, is the fact that there is little evidence of in loco parentis. Since the students live at home, the parents are responsible for the behavior of their sons and daughters in all off-campus situations. Third, since the college period is two years and not four years, student leaders do not have much of a time period in which to develop activist roles. And, perhaps, a fourth reason may be that the psychological climate with the close relationship between student and teacher enables the student to have an identity and to be recognized as an individual.

Although both terms, guidance and student personnel, are used by the writers of this section, the former is related closely to the high school program. The latter is used more appropriately in the college setting.

In the general area of student behavior, Kintzer deals with a study of the California junior colleges to determine whether or not it would be helpful if these colleges accepted students who had failed at the University of California. Matson discusses student rights; Redford suggests how to have positive gains for the college from student activist demonstrations.

Bashaw, Biggs, Blai, Bradfield, and Kirk stress the importance of aspects of the environment contributing to student academic success, e.g., estimating student's academic ability, help in selecting courses, and student personnel staff and faculty should work together closely.

As far as the formal aspects of the student personnel program are concerned, several of the writers in this section refer to surveys of student personnel practices within a state or in several states to determine the adequacy of such programs. Raines in his two-year study found that approximately one-fourth had student personnel programs which would be considered adequate. (Of course, a similar study of four-year colleges might produce the same result.) Alderson, Bottoms, Johnson, Russel, Warner and Yoder conducted surveys in the student personnel area.

About one-third of the writers in this section are concerned with student personnel techniques such as counseling, admissions, placement, and orientation. Grogan, Hardee, Ivey and Jones write about counseling. Graham and Powell refer to the student activities program. Hoy, Jensen, Meek, and Rothman write, respectively, about admissions, placement, career programs, and orientation.

Book Literature

The book and pamphlet literature for this area is minimal. Although Kate Hevner Mueller does not discuss students or student personnel within the context of the junior college, Student Personnel Work in Higher Education is the best and most comprehensive treatment of this important emphasis. Her book forms a firm basis for understanding what a professional student personnel program is like and what it should try to accomplish with students and faculty. This book is a must for anyone who wants to understand student personnel in the junior college.

McDaniel in Essential Student Personnel Practices for Junior Colleges outlines the strategy, practices, and organization for developing an effective student personnel program.

Raines presents a series of papers which developed as a part of a conference to plan research about junior college student personnel programs. Among the writers who contributed papers to this conference are: Havighurst, Williamson, Wrenn, Medsker, Donald P. Hoyt, and Raines.

Blocker develops two fine chapters in The Two-Year College: A Social Synthesis. Chapter 5 concerns the behavior and characteristics of the student groups that are found in a community junior college. Chapter 9 deals with the organization and types of student personnel services.

Selected Book References

Blocker, Clyde E., Plummer, Robert H., and Richardson, Richard C. The Two-Year College: A Social Synthesis. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965.

McDaniel, J. N. Essential Student Personnel Practices in Junior Colleges. Washington, D.C.: American Association of Junior Colleges, 1962.

Mueller, Kate Hevner. Student Personnel Work in Higher Education. Boston: Houghton Mifflin Co., 1961.

Raines, Max R., Conference Coordinator. Conference to Plan Research on Junior College Student Personnel Programs. Flint, Michigan: Flint Community Junior Colleges, 1964.

Annotated Bibliography

Alderson, Lester A. "Junior Colleges Counseling Needs," Junior College Journal, XXXII (October, 1961), pp. 100-103.

A survey was conducted of the counseling practices and preferences of California's junior colleges. The results are presented and discussed.

"Appraisal and Development of Junior College Student Personnel Programs," Proceedings of a Research Development Conference. University of Chicago, April, 1964.

Four analytical papers were presented at the conference followed by a discussion of the implications of the papers. A complex discussion of research needs is provided in the area of student personnel programs.

Bashaw, W. L. "Central Prediction and the Junior College Transfer," College and University, XL (Spring, 1965), pp. 249-256.

A student's probability of success in a particular college may be calculated by means of a mathematical formula utilizing certain pertinent data.

Biggs, Donald A. "The Present Problems of California Junior Colleges in Enrolling Students in Appropriate Courses," Junior College Journal, XXXII (September, 1961), pp. 9-12.

Various aspects of the problem of enrolling students in appropriate courses are presented with attention to the alarming attrition rate in these junior colleges in California. In discussing these problems, results of a statewide survey of the two-year community colleges are used.

Blai, Boris, Jr. "Expectancy Tables and College Admissions," Junior College Journal, XXXVI (February, 1966), p. 27.

Junior colleges with selective admission policies may find an expectancy tool helpful in recruting and selecting students.

Blai, Boris, Jr. "The Student Personnel Program - On the Threshold," Personnel Journal, Vol. XLV, No. 10 (November, 1966), pp. 600-603.

Student personnel program staffs must participate as educators if they are to be involved in the infusion of academic relevance in student activities.

Bottoms, Gene and Oelke, Merritt. "Needed Student Personnel Services in Area Vocational-Technical Schools," The Vocational Guidance Quarterly, XV, No. 2 (December, 1966), pp. 101-105.

Based on a study of vocational-technical schools in Georgia, support is given to the need for the development of a program of student personnel services in these types of schools.

Brodfield, L. Eugene. "College Adjustment and Performance of Low-Income Freshmen Males," Personnel and Guidance Journal, XLVI (October, 1967), pp. 123-129.

Students from a state university and junior college were matched on ability. The effect of an impoverished background was then evaluated in terms of personal characteristics important to college adjustment, level of aspiration, and grade-point average. The low-income group differed from the control group only in personal characteristics which were similar to those of college drop outs. Implications are explored.

Chambers, Frank M. "A Pattern for Effective Guidance and College Admissions," Junior College Journal, XXXI (April, 1961), pp. 462-464.

Chambers stresses the need for liaison and communication between colleges and secondary schools.

Derian, Al. "Cost and Utility in Reduction of Scholastic Attrition in Associate Degree Programs in Nursing," Junior College Journal, XXXIII (September, 1962), pp. 25-35.

This is a report of a study conducted by the author in an attempt to identify relevant factors in the prediction of success in an associate degree nursing program. Statistical data and conclusions are presented.

Deyo, Donald E. "Institutional Research: Practical Applications in Student Personnel Services," Junior College Journal, XXXII (September, 1961), pp. 42-43.

Deyo discusses the importance of institutional research in student personnel services and presents samples of the types of research that are of value.

Fordyce, Joseph W. "Creating a Good Climate," Junior College Journal, XXXV (December, 1964--January, 1965), pp. 17-20.

Good student personnel policies help more than publicity gimmicks in the establishment of a sound student personnel program. It is the author's view that students and their friends constitute important publics, the careful nurturing of whom constitutes an essential role for the public junior college.

Graham, R. William. "A Look at Student Activities in the Junior Colleges," Junior College Journal, XXXIII (September, 1962), pp. 43-45.

Various aspects of a successful student activities program of the junior college are related with the theme that, to be successful, this program must serve the needs of the students rather than the college.

Grogan, Robert W. "Alfred Tech's Counseling Center," Junior College Journal, XXXVII (November, 1966), pp. 17-19.

A New York two-year technical college, granted federal funds to establish a counseling center, is well on its way to formulating guide lines for establishment of similar centers in other schools.

Hardee, Melvene Draheim. "Counseling and Advising in the New Junior College," Junior College Journal, XXXI (March, 1961), pp. 370-377.

The author presents the underlying philosophy and methods of implementing the counseling service in the junior college.

Hardee, Melvene Draheim. "Counseling Women Students," Junior College Journal, XXXIV (December, 1963--January, 1964), pp. 16-20.

Today's woman student comes to college for many reasons and as a result she becomes a juggler of mixed expectations of husband, home, and job. She needs the best possible educational and vocational guidance.

Harvey, James. "The Counseling Approach at Harper College," *Junior College Journal*, XXXVIII, No. 2 (October, 1967), pp. 38-40.

Outline of a ten-point rationale for the counseling program. All advising, including academic, will be done by its professional-decentralized counseling staff, aided by computerized central files with visual terminals access.

Hoy, John C. "The Academic Procession Meets the Population Bulge," *Junior College Journal*, XXXIV (February, 1964), pp. 25-27.

Junior colleges are challenged to break away from traditional admissions rituals.

Ivey, Allen E. and Oetting, Eugene R. "The Counselor in the Small College," *The Journal of Higher Education*, XXXVII, No. 7 (October, 1966), pp. 396-402.

A listing of the problems confronting the counseling program in small colleges with a suggested program of guidance.

Jensen, Arthur M. "The Placement Coordinator of a Junior College," *Junior College Journal*, XXXI (March, 1961), pp. 391-395.

The characteristics, functions, and development of an effective and well-run placement office are presented.

Johnson, James J. "Personnel Services in Illinois Junior Colleges," *The Journal of College Student Personnel*, VII, No. 4 (July, 1966), pp. 236-240.

The results of a study of student personnel services in junior colleges of Illinois designed to measure adequacy of the programs. Concludes most programs need considerable improvement.

Jones, Twyman and Munden, J. R. "A Reply to Counseling Services: Centralized or Diversified," *College and University*, XLIII, No. 1 (Fall, 1967), pp. 115-118.

A critical review of a previous article which presented a rationale for a decentralized counseling service.

Kintzer, Frederick C. "Admission of Students to California Public Junior Colleges Who Are in Academic Difficulty at the University of California," *College and University*, XLI (Winter, 1966), pp. 221-231.

A study was conducted with the cooperation of 70 California community colleges to determine if it is beneficial to accept students into a community college after their failure at the University of California.

Kirk, Barbara A., *et al.* "The Differential Validity of the College Ability Test for Transfer Students in Six Curricular Fields," *Junior College Journal*, XXXIII (November, 1962), pp. 131-140.

The predictive validity of the C.A.T. varies widely according to the sex and major field of study of the counselee. Its total score is the best predictor of G.P.A., with the quantitative score being second best for most groups of men and the verbal score being the second best for women.

Matson, Jane E. "Statements on Student Rights," *Junior College Journal*, XXXVIII, No. 3 (November, 1967), pp. 38-42.

Introduction to, and presentation of, two important statements concerning the rights of students: "Statement on the Confidentiality of Student Records" and "Joint Statement on Rights and Freedoms of Students."

Meek, Doris A. "The Day Classes Stopped," Junior College Journal, XXXVI (September, 1965), pp. 24-27.

It is advocated that career programs be held at a time when majority of students can benefit from them.

Mohs, Milton C. "Service Through Placement in the Junior College." Washington, D.C.: American Association of Junior Colleges, 1962.

After a brief discussion of the junior college and its placement functions, this bulletin treats three areas: The need for placement services, the organizational procedure in developing such a service, and the methods of operation of such a bureau. The types of personnel needed and the groups to be served are treated along with the concept of placement as a guidance function.

O'Banion, Terry U. "Organizations for Student Personnel Workers," Junior College Journal, XXXVII (September, 1966), pp. 19-20.

An annotated listing of professional associations which can offer help, assistance, and aid to student personnel workers in two-year colleges.

Powell, Jerry R. "The Need for Student Activities Programs," Junior College Journal, XXXI (December, 1960), pp. 196-201.

The place of the well-planned student activities program in junior colleges is discussed. Included are eight criteria which are essential if the program is to be effective.

Raines, Max R. "The Student Personnel Situation," Junior College Journal, XXXVI (February, 1966), pp. 6-8.

The results of a recently completed two-year study on student personnel services in the junior college are reported. The study was completed by the National Committee for Appraisal and Development of Junior College Student Personnel Programs.

Redford, Edward H. "Profiting from Activism," Junior College Journal, XXXVIII, No. 3 (November, 1967), pp. 7-12.

Vivid description of the Merritt College environment, which includes non-students, militants, trained demonstrators, and freedom marchers. Some examples of administering and directing these forces toward constructive ends are offered.

Reinhard, Herb F. "The Campus Union in the Two-Year College," The Journal of College Student Personnel, VII, No. 4 (July, 1966), pp. 218-221.

A recent study of the role of campus unions in junior colleges shows that it is an important and necessary part of the student personnel program of two-year colleges.

Robinson, Donald W. "The Role of the Faculty in the Development of Student Personnel Services," Junior College Journal, XXXI (September, 1960), pp. 15-21.

The necessary role of the faculty in pupil personnel services at the junior college level is presented. This role is unique to each institution but commonality exists in the inclusion of the faculty in planning these services, in becoming someway actively involved, and in faculty utilization of resources available. Although a specialist is needed, faculty may be able to offer unique services.

Rothman, Leslie K. and Leonard, Donald G. "Effectiveness of Freshman Orientation," *College Student Personnel,* VIII (September, 1967), pp. 300-304.

The effectiveness of a freshman orientation program was determined by comparing 100 students in a program to a control group of the same size. There were no significant differences according to the measures of grade-point average and value orientation.

Russell, May. "A Commission Reports on Progress in Student Personnel Practices," *Junior College Journal,* XXXII (April, 1962), pp. 467-470.

Russell briefly discusses the recent progress of the Student Personnel Commission in its various projects for improving student personnel practices.

Schleibaum, William J. "Has the Pendulum Swung Too Far?" *Junior College Journal,* XXXII (February, 1962), pp. 355-357.

The emphasis is more and more toward the pursuit of the fundamental disciplines; a plea is made for a student controlled, faculty supported program of student activities.

Simon, Lora S. "The Cooling-Out Function of the Junior College," *Personnel and Guidance Journal,* Vol. VL, No. 10 (June, 1967), pp. 973-978.

The need for and nature of the "cooling-out" process is analyzed. The process involves adjusting level of aspiration to the means of obtaining it through a running evaluation of the student's capacities and guidance in helping him find the most appropriate educational and vocational program. The need for and the kind of guidance programs are discussed.

Starr, James M. "Guidance Practices in Selected Junior Colleges in the Northwest," *Junior College Journal,* XXXI (April, 1961), pp. 442-446.

Guidance practices are discussed by focusing upon basic concepts, various services offered, and recommendation for improving the guidance practices in these states.

Storer, Donald E. "Emphasis on Vocational Counseling," *Junior College Journal,* XXXVI (May, 1966), pp. 40-42.

By promoting an "Alumni Day," the vocational counseling in a community college may be improved.

Tweedie, Donald F. "A Referral Program in a Junior College Guidance Pattern," *Junior College Journal,* XXXII (March, 1962), pp. 416-422.

The necessity of a well-developed referral program in the guidance function of a junior college is stressed. Included are the nature and levels of referral.

Werner, Vera E. "High School Counseling for Private Junior College Admissions," *Junior College Journal,* XXXII (February, 1962), pp. 352-354.

Reported here are the results of a survey of sixty private junior colleges concerning the type of high school counseling their students received prior to entering higher education. Recommendations are made

for high school counselors and junior college personnel.

Yoder, Marlen and Beals, Lester. "Student Personnel Services in the West," *Junior College Journal*, XXXVII (October, 1966), pp. 38-41.

A study of junior colleges in the western states has led to a set of guide lines for improving student personnel services in the junior college.

VII. TRENDS AND DEVELOPMENTS

This chapter contains more than 80 references which indicates that the writers have a great deal to say about trends and developments. Not only is the development of the community college a national movement, but it has international dimensions, particularly in Japan. With the development recently of a junior college in Nevada, each of the 50 states has one or more community or public junior colleges.

Some states like Ohio have had a struggle to initiate a pattern of community colleges as a part of the state plan for higher education. Although Ohio could claim private junior colleges in the early part of the twentieth century, no community college was started until the fall of 1963 (Cuyahoga Community College in Cleveland, Ohio). The Community College Act of 1963 provided enabling legislation for other colleges to be developed in Ohio. These colleges in Ohio are definitely a part of the master plan for higher education in this state.

What the writers have to say in this chapter can be grouped into four major areas: changes in philosophy, curriculum, and design; trends within various states; trends at the national level; and international trends.

A. Changes in Philosophy, Curriculum, and Design

Burnett points out that the junior college has become a viable entry point into higher education; however, parents and some educators who do not understand this development still tend to think of college as a four-year institution located away from the home community.

Barthelme and Caudill stress the importance of relating the design of campus and buildings to reflect the unique philosophy and program of the college.

Eliadis refers to a special "French house" where students can become a close part of the culture reflected by a foreign language.

Fretwell, Gleazer, Henderson, and Johnson discuss problems and implications of growth for the community junior college. The latter also suggests that some experimental junior colleges be established.

Keppel, Nunis, and Parker point out the need for the junior colleges to inform people about their special dimensions and to try constantly to improve all phases of the program.

B. Trends Within States

By far, most of the references in the chapter are in this category. The writers point out developments at individual colleges and trends within different states. Bashaw, Bentley, and Eldersveld, for example, discuss developments in Florida, Michigan, and Pennsylvania, respectively.

Eckelberry reflects some of the emotion that was a part of the struggle to develop community colleges in Ohio. He states that university branch centers are not comparable to the community college; moreover, he refers to the opposition of some state university leaders.

Gleazer discusses developments in Florida, North Carolina, and New York. Kentzer refers to some articulation plans in California; Seamans and Toews, also, discuss developments in this state. Snyder refers to Florida Atlantic University with the upper division only which will be a receiving institution for transfer students from junior colleges in Florida.

C. National Trends

Cocking, Cope, Cresci, Dego, and Gleazer are among those who write about enrollment trends and the impact on higher education in America. Littledale, Mellinger, and Morley emphasize reasons for the significant growth of junior colleges in recent years.

Nelson, Priest, and Rainey deal with special problems of the national development of the concept of the community junior college.

D. International Trends

Not so much is presented in this section as was true in the other sections of this chapter. The comprehensive community junior college does not lend itself to the educational planning of many countries where educational programs may reflect an elite philosophy rather than a college program for all people.

Canter places consideration of the junior college within the context of 20 years of international educational exchange programs. Gleazer and Watanabe refer to the development of junior colleges in Japan where Walter C. Eells had such an influence in the 1950's.

Grant discusses thoroughly the problems facing junior college development in Canada.

Kintzer presents some program ideas for foreign students from Kenya in Africa who enrolled in junior colleges in California and in technical institutes in New York.

* * * * * * * * * *

To supplement what the writers of journal literature have said about trends and developments in the area of the junior colleges, the reader will want to refer to some of the books which related to this chapter. The best recent source to get a perspective of what has happened, is developing, and may emerge as a trend is the seventh edition of American Junior Colleges, edited by Edmund J. Gleazer, Jr., who is, also, the executive director of the American Junior College Association. Chapter One deals with trends in junior college education: past and present; state and national planning; programs, services, and people; and trends and projections. In fact, if one were starting his get-acquainted program with junior colleges, this reference would present an excellent introduction. Also, it is a good source for the more knowlegeable person who wants to check his information and understanding of major trends in the junior college.

Reynolds in The Junior College (Chapter IX) discusses the past and the present and prospects for the future. Among other ideas, he predicts a significant increase in technical education.

Brick in Forum and Focus for the Junior College Movement (Chapter 8) discusses the efforts of the American Association of Junior Colleges to ease the shock of the impact of this development on the rest of higher education. He writes, too, of the problems, pressures, and future direction for junior colleges.

Blocker presents a summary of junior college education which becomes a look toward the future in The Two-Year College: A Social Synthesis (Chapter 10).

Selected Book References

Blocker, Clyde E., Plummer, Robert H., and Richardson, Richard C. The Two-Year College: A Social Synthesis. Englewood Cliffs, N. Y.: Prentice-Hall, Inc., 1965.

Brick, Michael. Forum and Focus for the Junior College Movement. New York: Teachers College, Columbia University, 1964.

Gleazer, Edmund J., Jr., editor; Paul L. Houts, associate editor. American Junior Colleges. Seventh Edition. Washington, D.C.: American Council on Education, 1967.

Reynolds, James W. The Junior College. New York: The Center for Applied Research in Education, Inc., 1965.

Annotated Bibliography

Barthelme, Donald. "Educational Thoroughfare," Junior College Journal, XXXIII (January, 1963), pp. 16-20.

The writer expresses his outspoken architectural-educational philosophy as well as his design concept for a special kind of campus.

Bashaw, W. L. "The Effect of Community Junior Colleges on the Proportion of the Local Population Who Seek Higher Education," Journal of Educational Research, Vol. 58, No. 7 (March, 1965), pp. 327-329.

Contains a study conducted in three groups of Florida counties to compare changes in the proportion of local populations seeking post-high school education in areas with new community colleges and in areas without such colleges. An analysis of results points to significant increase in enrollments in areas with public junior colleges.

Beaudoin, A. P. "College by Moonport," Junior College Journal, XXXVI (September, 1965), pp. 14-15.

Progressive teaching aids such as tele-lectures and tele-microscopes enable the community college to fulfill more adequately the educational needs of its students than would otherwise be the case.

Bentley, Alvin M., et al. "Community Colleges Strive to Keep Pace," Michigan Education Journal, XLI (February 1, 1964), pp. 9-10.

The growth of community colleges in Michigan is compared with the national growth and with the growth of other colleges in the state. Costs and enrollment figures at the state's eighteen community colleges are given.

Bolman, Frederick DeWitt. "New Opportunities in Articulation," Junior College Journal, XXXVI (March, 1966), pp. 20-23.

Several factors are coming to the aid of students who seek to transfer from junior to senior colleges.

Bowman, George A. "Letter to the Editor: Response to R. H. Eckelberry's 'Selfish and Therefore Short-Sighted,'" The Educational Research Bulletin, Vol. 40, No. 3 (March 8, 1961), pp. 82+.

The President of Kent State University replies to what he feels is a mistaken impression--that the presidents of the state-university are opposed to community colleges in Ohio. The clarification is that the presidents feel there is a great danger of weakening the four-year state institutions if a two-year community college program is established under the framework of the present tax structure. As things stand now, the state universities are not allotted enough, and adding community colleges would weaken units of the university.

Brotherton, Philip and Brubaker, Charles W. "Analyzing Master Plan Influences," Junior College Journal, XXXVII (April, 1967), pp. 22-27.

A critical analysis of the influences that must be considered in the development of master plans for institutional development.

Burnett, Collins W. "The Junior College: A Viable Entry Point Into Higher Education," Guidance Journal, IV, No. 2 (Fall, 1965), pp. 44-49.

In terms of the scope, curriculum, and trends, the junior college has become a significant unit in higher education.

Canter, Jacob. "Our Common Challenge in International Exchanges," Junior College Journal, XXXVII (February, 1967), pp. 14-16.

A look at the numerous achievements that have been made, and the various new challenges that have arisen after twenty years of international educational exchange programs.

Caudill, William W. "The Case of the Hipbone," Junior College Journal, XXXVI (September, 1965), pp. 20-23.

An architect suggests that community colleges rid themselves of inhibiting vestiges in architecture and academics.

"Changes in the Junior College," School and Society, Vol. 91, No. 2226 (April 20, 1963), pp. 187-188.

This article reviews seven changes discussed by Norman Harris as necessary in the junior college for success of occupational and technical programs. He sees a need for a wide diversity of curriculums and more use of lay advisory committees among other things.

Chapman, Charles E. "Ohio Joins the Club," Junior College Journal, XXXV (October, 1964), pp. 8-12.

Last fall Ohio's first community college, Cuyahoga Community College, opened with over 3,000 students; this fall, 1964, enrollment will be doubled.

Cocking, Walter D. "The Community College in the 60's," Overview for All Educational Executives (May, 1961), p. 77.

The author briefly comments on the current growth and expansion of community colleges. By 1970, half of the students in the first two years of college will be in the community colleges. With this growth, course offerings will diversify and staffing and financing problems will increase.

Cope, Robert G. "Should You Consider Year Around Operation?" Junior College Journal, XXXV (September, 1964), pp. 20-23.

Cope believes that this "national trend" deserves more attention in junior colleges. An appraisal of the year-round operation is provided.

Cresci, Gerald D. "Predicted Growth in Junior Colleges," California Education, II, No. 6 (February, 1965), pp. 21-22.

The increased enrollments in junior colleges to date have led to some projections about future enrollment to 1980. Full-time enrollments are expected to increase 135 per cent from 1963 to 1980 and total graded enrollments are expected to be close to one million students in California junior colleges.

Deyo, Donald E. "We Are Discovered," Junior College Journal, XXXIV (May, 1964), pp. 5-7.

The junior college has begun to emerge as a newly revealed answer to the problems of population explosion and urgent shortage of trained manpower.

Eckelberry, R. H. "Editorial Comment: Ohio Needs Community Colleges," *Educational Research Bulletin*, Vol. 40, No. 1 (January 11, 1961), pp. 19-21.

Eckelberry clearly explains why the branch systems of the state universities in Ohio are not adequately meeting the demands for higher education. Differences between the purposes of branch centers and junior colleges, as presented in this editorial, makes it clear that Ohio desperately needs some of these latter institutions.

Eckelberry, R. H. "Editorial Comment: 'Selfish and Therefore Short-Sighted,'" *Educational Research Bulletin*, Vol. 40, No. 2 (February 8, 1961), pp. 47-49.

Mr. Eckelberry sides with Charles W. Ingler, chairman of the Ohio Interim Commission on Education, and supports the view that the state of Ohio desperately needs legislation that would permit and encourage the founding of community colleges. The function of the two-year colleges are discussed as they differ from the state-university branches. Also discussed is the opposition of state university leaders toward the two-year institutions.

Eldersveld, A. Martin. "Pennsylvania Opens the Door," *Junior College Journal*, XXXV (February, 1965), pp. 9-11.

Four new community colleges have been approved in Pennsylvania and twenty-three communities are investigating the new opportunity.

Eliadis, Janet Craig. "Christian's New French House," *Junior College Journal*, XXXVI (October, 1965), pp. 30-31.

A "French house" living experience permits students to increase their knowledge of a different language and culture.

Erickson, Clifford G. "Multi-Campus Operation in the Big City," *Junior College Journal*, XXXV (October, 1964), pp. 17-20.

One of the major trends in the public junior college is the development of the multi-campus college in big cities. Chicago City Junior College provides a useful case history.

Fretwell, E. K., Jr. "New York: The Next Five Years," *Junior College Journal*, XXXIII (March, 1963), pp. 22-25.

In view of predicted expansion of junior colleges and junior college enrollments in the state of New York, in the next five years, the author takes a look at the size of the job to be done and the chief problems to be solved.

Fretwell, E. K., Jr. "Helps for Heresy Hunters," *Junior College Journal*, XXXVI (November, 1965), pp. 16-19.

A catalog of ideas of how the community college can help the disadvantaged student who has college ability.

Gleazer, Edmund J., Jr. "Junior College Growth," *Junior College Journal*, XXXI (February, 1961), pp. 353-360.

This article contains numerous tables depicting the growth of junior colleges from 1900-1960. These data are concerned with the number of junior colleges, enrollment, distribution of enrollment, number of private and church-related two-year colleges, and the breakdown of regional accreditation.

Gleazer, Edmund J., Jr. "AAJC Approach," Junior College Journal, XXXIII (March, 1963), pp. 3-7.

The author takes a penetrating look at the job ahead for the junior college. In addition to the role of the junior college, the author discusses the needs of this institution relative to administrative leadership, teachers, and student personnel.

Gleazer, Edmund J., Jr. "AAJC Approach," Junior College Journal, XXXIII (April, 1963), pp. 3-4.

The author discusses noteworthy developments in Florida, North Carolina, and New York in the two-year college area.

Gleazer, Edmund J., Jr. and Medsker, Leland L. "Potential in Japan," Junior College Journal, XXXIV (March, 1964), pp. 13-16.

The authors report that Japanese junior colleges, like their American cousins, face some tremendous opportunities in the years immediately ahead.

Gleazer, Edmund J., Jr. "AAJC Approach: Staff Planning," Junior College Journal, XXXV (December, 1964--January, 1965), pp. 8-13.

This article provides a summary of the objectives of the American Association of Junior Colleges.

Graham, Walter A. "It May Happen in Alabama, Too," Junior College Journal, XXXV (November, 1964), pp. 28-29.

Ten new junior colleges are planned for Alabama; most to open by Fall, 1965.

Grant, Lou S. "Canada's Evolving Two-Year Colleges," Junior College Journal, XXXVII (February, 1967), pp. 25-27.

A discussion of the problems facing the establishment of junior colleges in Canada and a summary of the present plans and progress of this program in that country, province by province.

Grieder, Calvin. "Let's Get Moving With Junior College Program," Nation's Schools, Vol. 74, No. 3 (September, 1964), p. 12.

The author discusses the failure of the junior college to reach its predicted enrollment boom since World War II and some of the underlying causes for its slow development. He sees the advocacy of public education through the fourteenth year as a positive step toward junior college acceptance.

Hannelly, Robert J. "The Explosion in Arizona," Junior College Journal, XXXIV (September, 1963), pp. 16-18.

This is the story about the phenomenal growth and expansion of one junior college in Arizona. Some of the important factors resulting in the rapid growth of junior colleges in Arizona are also identified and discussed.

Harper, William A. "West Florida's New Two-Year University," Junior College Journal, XXXVII (September, 1966), pp. 13-15.

A brief look at the development of the University of West Florida, a two-year upper division university offering the junior and senior year work to graduates of four western Florida junior colleges scheduled to open in the Fall of 1967.

Harris, Norman C. "On Being a Consultant," Junior College Journal, XXXVII (April, 1967), pp. 9-13.

A number of questions are defined and answered that must be faced by junior colleges which are considering the use of consultant services, and some guide lines for the consultant are listed.

Henderson, Algo D. "Decisions Ahead for Junior College Administrators," Junior College Journal, XXXII (January, 1962), pp. 243-252.

Henderson deals with impending decisions to be faced by junior colleges by using seven basic questions as a frame of reference. He then proceeds to discuss these questions.

Hinchcliff, William Emerson. "Potent Pellets: A Proposal for Bold Use of Paperbacks in Junior Colleges," Junior College Journal, XXXII (March, 1962), pp. 392-396.

This article is the author's complete justification for the use of paperback books in high school, college, and the home.

Holmgren, Rod. "Let the Public In!" Junior College Journal, XXXII (January, 1962), pp. 288-291.

An outline of the free lecture series conducted at Monterey Peninsula College and the worthwhile effects of this service.

Johnson, B. Lamar. "Is the Junior College Idea Useful for Other Countries?" Junior College Journal, XXXII (September, 1961), pp. 3-8.

This question is carefully considered with the resultant conclusion that the type of education offered by this two-year institution clearly has implications for education in other countries.

Johnson, B. Lamar, editor. "The Two-Year College," Journal of Higher Education, Vol. 35, No. 4 (April, 1964), pp. 229-231.

Grants provided by a variety of organizations for junior college growth point to the increasing acceptance of the junior college. Advantages of the community college and obstacles to development are presented in relation to plans of the W. K. Kellogg Foundation to assist in semi-professional education.

Johnson, B. Lamar. "Experimental Junior Colleges: Some Stirrings," Junior College Journal, XXXVII (October, 1966), pp. 6-9.

Recent developments are leading to a movement to establish experimental junior colleges committed to innovation and experimentation in the role and functions of the community college.

"Junior College Enrollment Boom," School and Society, Vol. 92, No. 2248 (October 31, 1964), pp. 300-301.

This article presents a brief discussion of the increases in inquiries and applications to both public and private institutions. Public junior colleges have had to set up waiting lists for out-of-town people and private junior colleges are becoming more selective than ever.

Keppel, Francis. "Standards of Excellence in the Junior College," School and Society, Vol. 91, No. 2231 (November 2, 1963), pp. 329-330.

Keppel stresses the growing demand on the junior college and the importance that it maintain standards on a par with that of the four-year institutions. The influence of faculty, students, and the various programs on standards of excellence are also treated.

Kintzer, Frederick C. "Kenya Student Project," Junior College Journal, XXXIII (January, 1963), pp. 22-24.

Under a pilot project, 60 students--58 young men and two young women--from Kenya, East Africa, are presently enrolled in junior colleges in southern California and in agricultural and technical institutes of the State University of New York.

Kintzer, Frederick C. "Articulation is an Opportunity," Junior College Journal, XXXVII (April, 1967), pp. 16-17.

A recent conference on articulation in California has provided a sound method for arriving at new agreements in this controversial area.

Knoell, Dorothy M. "New York Challenges Its Urban Colleges," Junior College Journal, XXXVII (March, 1967), pp. 9-11.

After an extensive study, urban community colleges in New York are being given an opportunity to serve disadvantaged youth in need of further education in newly established centers in the "inner city." These centers will offer primarily short-term occupational education, supporting skill courses and extensive counseling.

Koch, Moses S. and Lilienstein, Saul E. "A Community College Attracts the Aging," Junior College Journal, XXXV (October, 1964), pp. 26-27.

Essex Community College experiments for intellectually-oriented senior citizens. One outgrowth of this experience at Essex has been an active attempt to attract persons beyond college age into the college's day program.

Littledale, Harold A. "Where Will They Go After High School?" Parents' Magazine, XXXVIII, No. 4 (April, 1963), pp. 58-59+.

Littledale speaks to parents of high school students in an attempt to point out that the top four-year schools are not the only opportunity for advanced education. He discusses other four-year colleges, community colleges, technical and vocational institutes, and military training. The advantages and programs offered by community colleges are emphasized.

Littlefield, Henry W. "Critical Issues Facing America's Junior Colleges," Junior College Journal, XXXI (March, 1961), pp. 361-364.

This article is a complete copy of the speech by Mr. Littlefield to the Berkeley Conference on the Two-Year College. In it he lists some ten critical issues facing the junior college.

Mellinger, Morris. "Changing Trends Among Public Junior College Student Bodies," Junior College Journal, XXXIII (November, 1962), p. 167.

This article summarizes a study, instituted by the writer, focused on the dominant factors which predisposed the members of a single student body to enroll at that institution.

Millett, John D. "Letter to the Editor: Response to R. H. Eckelberry's 'Selfish and Therefore Short-Sighted,'" The Educational Research Bulletin, Vol. 40, No. 4 (April 12, 1961), pp. 103-104.

Dr. Millett takes issue with the editor of the Bulletin, when the latter states that "Representatives of the state universities of Ohio are actively opposing the creation of community colleges." The problem, says Dr. Millett, is that the public's level of support for higher education is not adequate. The opposition to the community colleges arises when the finances have to be shared from current inadequate resources. The general election of 1960 is discussed as it pertains to this issue.

Morley, Felix. "Communities Meet Own Needs in Surge of Two-Year Colleges," Nation's Business, Vol. 52, No. 10 (October, 1964), pp. 27-28.

Morley discusses the trends in the development of community colleges in terms of serving community needs. He describes the quality of faculty and administrators in two-year colleges and mentions the facilities often borrowed from high schools at the start.

Nelson, James H. "Guidelines for Articulation," Junior College Journal, XXXVI (March, 1966), pp. 24-26.

The recommendations of the Joint Committee on Junior and Senior Colleges regarding the transfer student are summarized.

Niland, William P. "The Master Plan Study and Trends in California Junior Colleges," Junior College Journal, XXXI (April, 1961), pp. 427-433.

This is a brief report which deals with the structure, function, and coordination of higher education in the state of California.

Novak, Robert T. and Pesci, Frank B. "Progress in Maryland," Junior College Journal, XXXIII (April, 1963), pp. 16-19.

Maryland is one of the states advancing toward the goal of locating a community college within reach of nearly every citizen. Public sentiment in the state indicates locally controlled junior colleges will flourish.

Nunis, Doyce B., Jr. and Bossone, Richard M. "The Junior College's Search for an Educational Identity," Junior College Journal, XXXIII (November, 1962), pp. 121-124.

It is the author's view that without a true educational identity the junior college will fail to fulfill all of its purposes with excellence. The author offers ten tentative recommendations to assist in the establishment of a clear and distinct identity.

Parker, Harry J. "Perceptions of Junior College Entry By Seventh-Graders," Junior College Journal, XXXIII (September, 1962), pp. 40-42.

Parker relates the seventh-grader's perception of junior college and any intention he might have of entering it. He feels the need for further investigation and analysis of perceptions of youth concerning junior college, because of the definite implications these views will have for this institution of higher education.

Priest, Bill J. "On the Threshold of Greatness," Junior College Journal, XXXVII (September, 1966), pp. 6-8.

The junior college has made great progress in gaining acceptance, and has reached a level of maturity which may warrant the creation of a national academy, but many unsolved problems still confront the movement in such areas as programs, personnel, and status.

Rainey, Bill G. "Junior College Administrators' Philosophies Relative to Research and Publications of Faculty Members," Junior College Journal, XXXII (October, 1961), pp. 86-90.

Rainey summarizes the results of a survey of fifty-eight junior college presidents and deans about their concept of the role played by research and professional writing at the junior college level.

Reach, Damon D. "Statewide Planning Needed in Community College Development," Junior College Journal, XXXII (November, 1961), pp. 151-153.

Reach states the importance of statewide planning and makes suggestions for its use in the development of a community college.

Reach, Damon D. "Make Way for the Community College," Overview, Vol. 2 (April, 1961), pp. 52-53.

He discusses establishing community and junior colleges as partial fulfillment of the American ideal of free public education for all. Since twelve years of education is inadequate for today's complex society, he proposes that each state legislate its own plans for orderly statewide systems of community colleges. Public school systems should be reorganized to include grades thirteen and fourteen on a voluntary basis.

Reed, Bob H. "People, Processes, and Time = Facilities," Junior College Journal, XXXVII (November, 1966), pp. 20-25.

Offers guide lines for establishing teams, procedures, and processes for the planning and obtaining of new facilities for junior colleges.

"Report of the American Association of Junior Colleges," Washington, D.C., 1964.

The American Association of Junior Colleges provides a look at itself in this pamphlet describing activities and programs carried out during 1963. A discussion of AAJC services during that year is provided along with suggestions for future attention.

Rushing, Joe B. "The Architect: Planning Partner," Junior College Journal, XXXVII (December, 1966--January, 1967), pp. 29-30.

College educators can come closer to developing and acquiring a perfect teaching facility, and on schedule, if they involve the architect early in the planning phases.

Saunders, Richard P. "Junior College Ideas and Methods Applicable to Underdeveloped Areas," Junior College Journal, XXXIII (September, 1962), pp. 46-49.

Junior colleges, because of their flexibility, comprehensiveness, and closeness to the community, are in a unique position to help the less fortunate peoples of the world. He hopes that these competent personnel will help others to help themselves.

"School for All Through the Age of 20," Time, Vol. 85, No. 10 (March 5, 1965), pp. 60-65.

The Education section is devoted to a discussion of the growing need for education beyond high school and the role the two-year college is playing in serving this need. Color photographs give the reader a look at some of the new campuses springing up around the country.

Semans, H. H. "High School--Junior College Relations in the Sixties," Journal of Secondary Education, Vol. 36, No. 3 (March, 1961), pp. 171-176.

The California Master Plan recommends that twenty-two new junior colleges be formed. "All California high schools during the decade of the sixties will be encouraged to combine and form new junior colleges or to join an existing junior college district." Many areas for increased articulation exist between high schools and junior colleges.

Snyder, Adelaide. "A College Without Freshmen or Sophomores," Junior College Journal, XXXIII (May, 1963), pp. 20-21.

Florida Atlantic University, currently in its planning and construction stages in Boca Raton, Florida, will be the first institution of higher learning in the nation to forego its own freshman and sophomore years, thus acknowledging the major role of junior colleges in the education of the nation's youth.

Taylor, Walter M. "Bold Plans for the Bay State," Junior College Journal, XXXIV (March, 1964), pp. 24-27.

In Massachusetts an imaginative board is aiming for a new junior college every year.

"The Junior College in the 1960's," School and Society, Vol. 91, No. 2230 (October 19, 1963), p. 297.

The discussion of an address by Gleazer at a national conference points out the trend in community college growth for the sixties. It emphasizes the unique opportunities for experimentation in curriculum, teaching, and facilities.

"The Two-Year College Trend," School and Society, Vol. 92, No. 2244 (May 2, 1964), pp. 199-200.

This article is a brief discussion of the national trend toward public junior colleges. The technical and transfer programs and low cost and guidance functions are mentioned.

Thomas, Ralf J., editorial. "The Challenging Role of the Junior College," The Balance Sheet, XLV, No. 8 (April, 1964), p. 339.

The expanding role of the junior college is evidenced in the 704 junior colleges as compared with the 597 in 1950. Federal legislation and the Educational Policies Commission's recommendation for two years of free post-high school education have increased growth.

Tickton, Sidney G. "What's Ahead for Public Junior Colleges," Junior College Journal, XXXIV (November, 1963), pp. 9-11.

Tickton predicts that by 1985 there will be over 1000 junior colleges in the United States enrolling more than four million students. In order to accommodate increasing enrollment, the author foresees increased utilization of large lecture sessions and increased use of telelecture courses.

Tirrell, John E. "Total! Independent Study at Oakland," Junior College Journal, XXXVI (April, 1966), pp. 21-23.

Oakland Community College is attempting a tutorial program (similar to the one at St. John's) of study with emphasis on independent study.

Toews, Emil O. "Developments in Junior College Education," California

Education, II, No. 2 (October, 1964), p. 28.

Toews, Chief of the Bureau of Junior College Education, discusses some of the functions of the bureau and developments in junior college education in the state of California. Lists of major studies undertaken and publications of the bureau are included.

Toews, Emil O. "What's Going on in Junior Colleges?" California Education, II, No. 5 (January, 1965), pp. 19-20.

This article contains a number of different news stories on recent events taking place at various junior colleges in California. A five-day music festival at one is described along with a degree program in numerical control at another.

Tyler, Henry T. "California's Junior Colleges, 1975 Model," Journal of Secondary Education, Vol. 39, No. 8 (December, 1964), pp. 376-379.

He looks ahead ten years at the role junior colleges will be playing in California in 1975. He makes some estimates on enrollment figures and discusses five functions the junior college will perform. He views these functions as an extension of the already complex job being done. Educational goals as well as testing and community services are discussed.

Walsh, John Patrick. "Manpower Development," Junior College Journal, XXXIV (May, 1964), pp. 8-12.

The junior college is seen as making a major contribution in solving the manpower training problem.

Watanbe, Akira. "Genesis of the Japanese Junior College," Junior College Journal, XXXIV (February, 1964), pp. 20-24.

Encouraged by Walter C. Eells in the 1950's, Japanese junior colleges are still growing and revolutionizing traditional educational patterns.

Watanbe, Akira, "Junior Colleges Blossom in Japan," Junior College Journal, XXXVII (February, 1967), pp. 28-34.

This is a detailed analysis of the progress of junior colleges in Japan since their start in 1950, including the impact of the 1964 Revision Bill of the School Education Law passed by the Japanese Diet.

Wattenbarger, James L. "Five Years of Progress in Florida," Junior College Journal, XXXIV (October, 1963), pp. 16-18.

This article presents the findings of an evaluative study undertaken to determine the progress which has been made in Florida since 1957 when the legislature approved the expansion of the junior college program. The study reports data from five areas: aims and purposes, students, faculty, year round operation, and legal structure.

West, Elmer D. and Farrell, Robert. "The Longer Shadow," Junior College Journal, XXXIII (May, 1963), pp. 11-13.

Among the changes occurring in the field of higher education, probably none are more dramatic than those in the junior and community colleges. The authors believe that junior colleges are becoming pivotal in in the over-all enrollment picture.

Williams, Glenn D. "The Junior College: New Opportunities in Higher Education," The Clearing House, Vol. 36, No. 2 (October, 1961), pp. 102-104.

The author thinks that the opportunities these institutions present are too little known by the general American public. Cited is some of the support given to these two-year colleges by private business corporations. Some misconceptions of junior colleges are discussed and clarified.

Williams, Robert J. and Demos, George D. "Fearsome Solutions to a Fearful Problem: Expanding College Enrollments," Junior College Journal, XXXIII (November, 1962), pp. 125-128.

The prospects of expanding college enrollments is a matter of concern to various segments of the American Society. This article discusses some of the ramifications of this problem for higher education.

Williams, Wayne. "Starting on a Shoestring," Junior College Journal, XXXIV (October, 1963), pp. 20-23.

This is the story of Chabot Community College in San Leandro, California. Opening in 1961 with a total of 1,166 students and fifty-year-old wooden buildings, the school has grown to an enrollment of 2,500 and is looking forward to occupying a new 17.2 million dollar campus.

VIII. RESEARCH AND EVALUATION

Because of the close relationship of these two terms, they are included in the same chapter. Evaluation may involve research but the latter usually does not involve the former. English and English[1] state that research usually is a study related to a single problem. Evaluation is used to determine the relative importance of something in terms of a standard.

Although research and publication are not stressed as a part of the reinforcement pattern for faculty promotions and salary increases, many junior college presidents encourage both activities as Rainey points out. Institutional research seems to be favored over basic research. Some community junior colleges show the title, Director of Institutional Research, in the organization chart.

Most of the writers in this chapter relate research to institutional inquiry: curriculum, instruction, scheduling, and accreditation. Alexander relates research to curriculum planning and development. Averill cites research to determine usefulness of a course while Bard stresses the importance of research and evaluation in the area of instruction. Birnbaum refers to a study of the junior colleges in New York which revealed significant differences in the backgrounds of faculty teaching in the transfer area of the curriculum.

Brumbaugh, Cohen, and Collins write about research related to policy decisions, the ERIC program, and benefits of accreditation, respectively.

Crawford relates evaluation to objectives, administration, and instruction. D'Amico and Martorana wonder why research activity in instruction and curriculum is second to research in aims, objectives, and administration.

Eels lists 65 doctoral dissertations about the junior college which have been completed since 1918. Parker and Bailey present a bibliography of 519 dissertations written between 1920 and 1960.

Knoell presents a study of articulation between public junior colleges and four-year institutions in 10 states.

Three writers comment about research at individual junior colleges. Browning summarizes important research at Port Huron Junior College. Hopper refers to a research project at Indian River Junior College in Florida. Stevens describes a self evaluation by Manatee Junior College, also in Florida.

In another section, the writers relate research to students. Cooper refers to the similarities in the transfer and non-transfer group. Corbman urges evaluation of the curriculum in terms of post-graduate achievement. Deyo stresses research use of student biographical data. Hoyt, Shultz, and Taylor refer to tests and inventories for research leads to student behavior.

Perhaps the kindest explanation one can make about the paucity of material dealing with research and evaluation in the book literature is that faculty and administration in the community college are so occupied in working with students, there is little time for these specialized activities. Regardless of the excuse, the fact remains that there is a continuous need, for example, to research student behavior and to determine how effective the teaching-learning process is at a particular college.

---

[1] English, Horace B. and English, Ava Champney. A Comprehensive Dictionary of Psychological and Psychoanalytical Terms. New York: Longmans, Green and Co. 1958.

Medsker emphasizes the need for research about student behavior for guidance purposes and curriculum planning in The Junior College: Progress and Prospect (pages 155-157). He mentions, also, that the lack of research and evaluation is a serious weakness in the community college program (pages 162-168).

Perhaps the most comprehensive study of the junior college transfer student has been done by Knoell and Medsker, From Junior to Senior College: A National Study of the Transfer Student. This research focuses on a core group of 7,243 students representing 345 two-year institutions located in 43 states and The Canal Zone, who transferred to 43 four-year colleges and universities in 10 states.

Johnson in Islands of Innovation (Chapter X) discusses briefly evaluation of student achievement and financial costs in providing for large numbers of students.

The American College Testing Program has started a series of research reports concerning junior colleges. Regional Differences in Junior Colleges is a study of the geographical distribution of various junior college characteristics. The same authors (Richards, Rand, and Rand) in another research report, A Description of Junior Colleges, present an analysis of 36 major attributes of 581 accredited junior colleges.

Selected Book References

Johnson, B. Lamar. Islands of Innovation. Occasional Report No. 6. Junior College Leadership Program. Los Angeles: School of Education, University of California, 1964.

Knoell, Dorothy M. and Medsker, Leland L. From Junior to Senior College: A National Study of the Transfer Student. Washington, D.C.: American Council on Education, 1965.

Medsker, Leland L. The Junior College: Progress and Prospect. New York: McGraw-Hill Book Company, Inc., 1960.

Richards, James M., Jr., Rand, Lorraine M., and Rand, Leonard P. A Description of Junior Colleges. ACT Research Reports, No. 5. Research and Development Division. Iowa City: American College Testing Program, 1965.

Richards, James M., Jr., Rand, Leonard, P., and Rand, Lorraine M. Regional Differences in Junior Colleges. ACT Research Reports, No. 9. Research and Development Division. Iowa City: American College Testing Program, 1965.

Annotated Bibliography

Alexander, William M. "Curriculum Planning and Development: A Review of Reviews," Review of Educational Research, XXXIII (June, 1963), pp. 330-335.

Some studies of curriculum planning and development are reviewed, new areas for research mentioned, and new procedures for such development are discussed.

Anderson, John E., Jr. "Research in the Junior College: Anathema or Anodyne?" Junior College Journal, XXXV (November, 1964), pp. 15-16.

The author develops the position that an administrator who discourages research is forfeiting a curative for some chronic problems.

Averill, Edgar W. "Why Offer Elementary Statistics?" Junior College Journal, XXXIV (December, 1963), pp. 21-25.

An example of research conducted to determine the usefulness of a particular course in a community college. Opinions were gathered from graduates, and from employers and educators who had contact with the graduates.

Bard, Harry. "Teaching at the Junior College Level: Some Guideposts for the Improvement of Instruction," Junior College Journal, XXXII (April, 1962), pp. 437-440.

The author asks some searching questions about the quality of instruction which could easily be used by a college as a basis for institutional research and evaluation of this phase of its program.

Belanger, Maurice. "Methodology of Educational Research in Science and Mathematics," Review of Educational Research, XXXIV (June, 1964), pp.374-390.

The differences between applied and basic educational research are discussed, and a case is made for the dependency of applied or basic research.

Birnbaum, Robert. "Background and Evaluation of Faculty in New York," Junior College Journal, XXXVII (November, 1966), pp. 34-37.

A recently completed survey in twenty-seven of the thirty-four public, two-year colleges in New York State has revealed significant differences in the background of faculty teaching in the transfer and career course areas.

Browning, James C. "Research Studies and Surveys--Port Huron Junior College," Junior College Journal, XXXII (September, 1961), pp. 44-46.

This is a summary of some of the important research conducted at Port Huron Junior College.

Brumbaugh, A. J. Research Designed to Improve Institutions of Higher Learning. Washington, D.C.: American Council on Education, 1960.

An examination of the need for institutional research in making policy decisions, and management and evaluation of instruction and services.

Useful areas and ways of conducting research and the effects of institutional research on improvements in higher education are discussed.

Cohen, Arthur M. "ERIC and the Junior College," *Junior College Journal*, XXXVIII, No. 3 (November, 1967), pp. 17-19.

A description of dissemination and retrieval procedures of ERIC and how they function for the junior college area.

Collins, John J. "Accreditation--Aims and Perceptions," *Junior College Journal*, XXXVIII, No. 4 (December, 1967--January, 1968), pp. 19-23.

Report of an in-depth analysis, through the interviews of seventy-two staff and board members at seven colleges, testing the claims of the benefits of accreditation.

Cooper, Leland R. "The Difficulty of Identifying the Real Transfer Student," *Junior College Journal*, XXXVIII, No. 4 (December, 1967--January, 1968), p. 38 ff.

Report of a study demonstrating the similarities between continuing and non-continuing groups. Implications for counseling are discussed.

Corbman, Bernard P. "The Need for Curriculum Evaluation of Community Colleges," *Junior College Journal*, XXXII (February, 1962), pp. 340-344.

Points out the benefits to be derived by administrators and faculty, by industry, by students, and by the public from a sound evaluation of the curriculum in terms of post-graduate achievement.

Corbman, Bernard P. "A Technique for Curriculum Evaluation," *Junior College Journal*, XXXII (March, 1962), pp. 406-415.

Evaluation of the student's acquisition of academic credits, personal attitudes, and competencies during attendance at a junior college.

Cosand, Joseph P. and Tirrell, John E. "Flying a College on the Computer," *Junior College Journal*, XXXV (September, 1964), pp. 5-8.

The use of rented computer time in determining the most efficient faculty and student schedules, and room utilization in planning a new college. The application to a presently operating program in improving efficiency and student-faculty ratios is demonstrated.

Cosand, Joseph P. "Three Years of Progress in St. Louis," *Junior College Journal*, XXXVI (February, 1966), pp. 9-12.

Although St. Louis Junior College District has experienced tremendous development in the last three years, the board and staff realize the need for a master plan.

Crawford, Ferris N. "Evaluation Guidelines for Community Colleges," *State Directors of Junior Colleges and Coordinators of State Systems of 2-Year Colleges--Conference Proceedings*. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1963, pp. 16-22.

Several criteria by which the legal bases, stated objectives, community and student services, administration, and instructional programs can be evaluated.

D'Amico, Louis A. and Martorana, S. V. "A Decade of Research and Information Reports on the Two-Year College," *Junior College Journal*, XXXII (January, 1962), pp. 292-298.

After a detailed analysis of published research on the two-year college, the authors ask the question: Why is research activity and reporting on instruction and curriculum taking a back seat to such areas as "Aims and Objectives," and "Institutional Administration," and why is the preponderance of research authored by administrators and staff of two-year colleges rather than by classroom instructors and special service personnel?

Deyo, Donald E. "Institutional Research: Practical Applications in Student Personnel Services," Junior College Journal, XXXII (September, 1961), pp. 42-43.

Some specific research projects in admissions and utilization of student biographical data are cited, and the improvement which should result in administration and curriculum are outlined.

Eells, Walter Crosby. "Junior College Doctoral Dissertation--Supplementary List," Junior College Journal, XXXIII (September, 1962), pp. 16-19.

Listed here are sixty-five doctoral dissertations in the junior college field written since 1918.

Gleazer, Edmund J., Jr. "AAJC Approach: Facilities Information Service," Junior College Journal, XXXVI (May, 1966), p. 5.

A facilities information service is being planned by AAJC with the broad goal of guiding the development of physical facilities uniquely suited to the junior college.

Harris, Norman C. "Administrative Leadership in Vocational-Technical Education," Junior College Journal, XXXII (March, 1962), pp. 380-387.

After a general discussion of the responsibility of the community college to develop an occupation-oriented program, the author discusses the necessity for a community survey of opportunities, an institutional self-study of training, and a personal evaluation by the administrator as to his possible bias against the responsibility of his junior college to accept this training duty.

Higgins, Sadie G. and Thurston, Alice J. "Challenges in Student Personnel Work," Junior College Journal, XXXIV (November, 1963), pp. 25-29.

A nutshell view of common problems within community colleges, many of which are attributed to lack of research data, time, and inclination toward self-study.

Hopper, Harold H. and Keller, Helen. "Teaching Writing Skills in Large Classes," Junior College Journal, XXXVII (November, 1966), pp. 41-43.

An experiment at Indian River Junior College in Florida indicates that class size up to fifty-six is not a significant factor in learning writing skills.

Hoyt, Donald P. "Predicting Grades in Two-Year Terminal Programs," Junior College Journal, XXXVI (February, 1966), pp. 20-23.

The high school average and ACT scores are used in predicting the college ability level of non-academically oriented students.

Hutchinson, Nan S. "Three Images," Junior College Journal, XXXIV (September, 1963), pp. 12-15.

This article emphasizes the value of internal institutional research. Data are reported that discuss the image of the junior college from the standpoint of high school students, junior college students, and junior college faculty.

Johnson, B. Lamar. Institutional Research in the Junior College--A Report of a Conference. (Junior College Leadership Program, Occasional Report No. 3), Los Angeles: University of California, Los Angeles, 1962. See also, "Institutional Research in Western Junior Colleges," Junior College Journal, XXXII (March, 1962), pp. 370-379.

Outlines the need for institutional research in the junior college, and presents the organization for such research and subjects investigated by one hundred western junior colleges.

Johnson, B. Lamar. "Needed: Experimental Junior Colleges," Junior College Journal, XXXVI (October, 1965), pp. 17-20.

With only one experimental community college in operation, a definite need exists in this neglected area.

Kintzer, Frederick C. "Structuring the Annual Report," Junior College Journal, XXXV (September, 1964), pp. 17-19.

The dearth of information and recommendations concerning curriculum and instruction contained in community college annual reports indicates the necessity of emphasizing this aspect in institutional research.

Kipps, Carol. "Arithmetic in College?" Junior College Journal, XXXVII (December, 1966--January, 1967), pp. 38-40.

A recent study of basic arithmetic classes in California junior colleges shows that much improvement is needed in the basic practices and methods being used. Numerous areas are outlined in which research is needed in instructional techniques.

Knoell, Dorothy M. "Focus on the Transfer Program," Junior College Journal, XXXV (May, 1965), pp. 5-9.

A study of articulation between public junior colleges and four-year institutions in ten states revealed the need for individual institutional research in this area. The outcome should be changes in admission policies, curriculum, grading systems, student personnel programs, pre-transfer orientation programs, and general cooperation between institutions.

Lee, Calvin B. T. "Open-Door Classrooms for Open-Door Colleges," Junior College Journal, XXXVII (February, 1967), pp. 11-13.

The American Council on Education recently made a survey of current teacher evaluation practices in junior colleges finding: Teachers were more student oriented and were evaluated on the basis of performance more than in other types of undergraduate institutions.

McDonald, James B. and Raths, James D. "Curriculum Research: Problems, Techniques, and Prospects," Review of Educational Research, XXXIII (June, 1963), pp. 322-329.

The problem of how to set up curriculum research designs is discussed and some needed areas of investigation are developed.

McKenna, David L. "Organizing the Faculty for the Institutional Self-Study," Junior College Journal, XXXII (October, 1961), pp. 104-105.

Discusses some problems associated with faculty motivation, organization, and objectivity in the conduct of an institutional self-evaluation with some suggested ways to overcome these problems.

Mathies, Lorraine. "Junior College Educators Indicate Information They Need," *Junior College Journal*, XXXVIII, No. 3 (November, 1967), pp. 24-26.

Survey shows junior college educators need information primarily on curriculum, ways of exchanging information, and research.

Meek, Doris A. "The Day Classes Stopped," *Junior College Journal*, XXXVI (September, 1965), pp. 24-27.

An evaluation of a specific program in career opportunities conducted by a community college.

Morrisett, Lloyd N. "Educational Assessment and the Junior College," *Junior College Journal*, XXXVII (March, 1967), pp. 12-14.

A discussion of the proposed National Assessment of education study and how it can be useful to junior colleges in their planning and policy formulation.

Morrison, D. G. "So You Plan to Change Your Junior College to a Four-Year Institution," *Phi Delta Kappan*, XLVII (April, 1966), pp. 442-443.

Eight areas for inspection are suggested for junior colleges anticipating a shift to a four-year program.

Parker, Franklin and Bailey, Anne. "The Community College: Bibliography of 519 United States Doctoral Dissertations." Norman, Oklahoma: College of Education, University of Oklahoma, 1964.

A list of doctoral dissertations related to the field that have been written from the 1920's to 1960.

Rainey, Bill G. "Junior College Administrators' Philosophies Relative to Research and Publications of Faculty Members," *Junior College Journal*, XXXII (October, 1961), pp. 86-90.

Contrary to general opinion it has been found that research and writing are encouraged by the majority of college administrators and play some part in appointments and salary increases.

Richards, James M. *et al.* "A New Way to Measure Environment," *Junior College Journal*, XXXVI (April, 1966), pp. 7-9.

The factors discussed and researched in this study make it possible to compare junior colleges on the basis of factor scores.

Rislov, Sigurd. "The Board's Responsibility," *Junior College Journal*, XXXV (September, 1964), p. 11.

A case is made for continuous institutional evaluation by all members of the faculty and administrative staff rather than by *ad hoc* committees. The responsibility of the board to adjust policy, clarify directives, and supervise necessary changes in organization, curriculum, and administration of the total program is delineated.

Roueche, John E. "Gaps and Overlaps in Institutional Research," *Junior College Journal*, XXXVIII, No. 3 (November, 1967), pp. 20-23.

Description of special efforts being made by the ERIC Clearinghouse for Junior College Information to obtain and make available the results of "fugitive" research studies. A few current research projects are described in the area of curriculum, students, experimental programs, and classroom testing.

Schultz, Raymond E. and Ulmer, R. Curtis. "How Do Day and Evening Students Compare?" *Junior College Journal*, XXXVII (September, 1966), pp. 34-36.

A recent study that demonstrated that evening students achieve as well as day-time students as measured by achievement gain on teacher-made or standardized tests.

Seibel, Dean W. "Measurement and Evaluation," *Junior College Journal*, XXXVIII, No. 3 (November, 1967), pp. 13-16.

Report is presented of a survey of testing procedures at junior colleges by the Evaluation and Advisory Service of ETS. Categories include use of standardized tests, testing practices, use of scores, and testing needs and problems.

Seibel, Dean W. "Testing for Guidance and Counseling in Junior Colleges," *Personnel and Guidance Journal*, XLV, No. 10 (June, 1967), pp. 979-986.

Results are presented from a survey of the use of standardized tests in junior colleges. Substantial use of tests is made for guidance purposes. Problems have arisen due to lack of appropriate tests, lack of knowledge of the meaning of test results, and lack of qualified personnel.

Stickler, Hugh W. "The Expanding Role of Institutional Research in American Junior Colleges," *Junior College Journal*, XXXI (May, 1961), pp. 542-548.

Institutional research agencies are not only helpful, but indispensable to junior colleges in maintaining and improving their educational programs.

Stivers, Earl R. "The Self-Evaluation Study," *Junior College Journal*, XXXII (November, 1961), pp. 139-141.

A description of a self-evaluation conducted by Manatee Junior College, Florida, which details the time and cost to produce a final report.

Taylor, Ronald G. and Bondy, Stephen B. "Interest Patterns of Male Trade and Industrial and Collegiate Technical Graduates," *The Vocational Guidance Quarterly*, XV, No. 1 (September, 1966), pp. 57-60.

A study of graduates in technical and trade programs shows that the Strong Vocational Inventory Blank (SVIB) can differentiate students at entrance into college.

Visser, John E. "An Experiment in Administrative Reorganization," *Junior College Journal*, XXXII (September, 1961), pp. 47-52.

An example of how a critical self-study in the area of organization of a junior college produced changes relating to philosophy and objectives, faculty composition and organization, student and educational services and facilities, and administrative procedures.

Welch, Timothy. "Sampling and Community Relations," *Junior College Journal*, XXXVI (November, 1965), pp. 20-23.

A sampling survey enables a community college to obtain the needed feedback regarding its curricular offerings.

Young, Raymond. "Improvement Through Introspection: Are Self Studies Essential?" *Junior College Journal*, XXXII (September, 1961), pp. 28-34.

The place, importance, and need for institutional studies in community and junior colleges as a means of improving services are stressed.